

Colorado CTE Course – Scope and Sequence

Course Name	ParaProfessional Educator 1B		Course Details	65 class periods- 45 minutes each 41 class periods-90 minutes each	
			Course = 0.50 Carnegie Unit Credit		
Course Description	This is the second semester of a year-long course. Students that complete this course are eligible for a Paraprofessional Certificate and college credit. Upon completion of this training students will be prepared to enter the workforce as an educational assistant. This also provides the foundation necessary for students interested in becoming a teacher. The course provides training in instructional methods, use of technology, behavior management techniques and includes training for a CPR and First Aid Certificate.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #	Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.				
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills . The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at LEAD FCS National Standards and Competencies					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Instructional Strategies	15 hours	<p>Council for Exceptional Children- Special Education Paraeducator Standards</p> <p>PCCG.1.K11 Effect of speech and language development on academic and nonacademic learning of individuals with exceptionalities</p> <p>PCCG.2.S3 Use knowledge of individual's strengths and interests to encourage engagement in varied</p>	<ol style="list-style-type: none"> 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 4. Demonstrate multiple ways to gain and maintain the attention and readiness of an individual student and 	<ul style="list-style-type: none"> - What is Learning? - Data Collection Methods (frequency, back and forth, student data) - Establishing Expectations for Student Groups - What would you do? - Instructional Strategies Jigsaw and 	<p>-FCCLA Teach and Train</p> <p>-FCCLA Focus on Children</p>

		<p>school and community activities as determined by the instructional team</p> <p>PCCG.2.S4 Provide least intrusive level of support based on the demands of the learning environment as determined by the instructional team</p> <p>PCCG.2.S7 Support safe, equitable, positive, and supportive learning environments in which diversities are valued as determined by the instructional team</p> <p>PCCG.2.S10 Implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior as determined by the instructional team</p> <p>PCCG.4.S2 Assist in collecting and providing objective, accurate information for the instructional team</p> <p>PCCG.5.S16 Support the use of strategies with individuals with exceptionalities to remember verbal</p>	<p>small and large groups of students</p> <ol style="list-style-type: none"> 5. Describe Accommodations and Modifications for learning 6. demonstrate knowledge of instructional strategies to match learner needs 7. Describe strategies for prompting and fading prompts 8. define the individual techniques needed to enhance student learning in literacy 9. Demonstrate how to provide instructional support in literacy based upon direction from a school professional 10. Define individual techniques needed to enhance student learning in numeracy 11. Demonstrate how to provide instructional support in numeracy based upon direction from a school professional 12. Identify functional skills for students in elementary school, middle school an high school and transition programs 13. Demonstrate how to provide instruction in 	<p>graphic organizer</p> <ul style="list-style-type: none"> - Functional Skills - The Use of Writing Organizers - A consequence is: - What Could I teach now? 	
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		<p>and written directions as determined by the instructional team</p> <p>CDE Essential Skills-character and leadership; the ability to use the information and communications technologies to find, evaluate, create and communicate information; creativity and innovation skills;</p>	<p>functional skills based upon direction from a school professional</p> <p>14. Demonstrate how to provide instruction in social skills and peer relationships based upon instruction from a school professional</p>		
<p>Significant Supports for Challenging Behavior</p>	<p>15 hours</p>	<p>PCCG.1.S2 Implement concepts associated with disability rights, normalization, and inclusive practices</p> <p>PCCG.2.K4 Rules and procedural safeguards regarding behavioral support of individuals with exceptionalities</p> <p>PCCG.2.K6 Importance of the paraeducator serving as a positive model for individuals with exceptionalities</p> <p>PCCG.2.S14 Support individuals with exceptionalities by modeling and facilitating the use of</p>	<ol style="list-style-type: none"> 1. Investigate the legal and ethical implications for supporting students who have challenging behaviors 2. Define behavior and challenging behavior. 3. Describe the purpose of behavior support 4. Define the challenges for students who need intensive behavior support 5. Develop understanding regarding the communicative intent of behavior 6. Describe the relationship between communication and challenging behavior 7. Recognize the need for replacement behaviors 	<ul style="list-style-type: none"> -Review state guidelines for restraint and seclusion -Policy statements -Identifying Challenging Behavior -Behavioral Terms -Nonverbal communication -What I Could Have Done -Choosing Effective Reinforcers 	<p>FCCLA Advocacy</p> <p>FCCLA Interpersonal Communications</p>

		<p>collaborative problem solving and conflict management PCCG.3.S3 Implement levels of support appropriate to academic and social-emotional needs of individuals with exceptionalities as determined by the instructional team PCCG.4.S1 Record information in various formats as determined by the instructional team</p> <p>PCCG.4.S2 Assist in collecting and providing objective, accurate information for the instructional team</p> <p>CDE Essential Skills-creativity and innovation skills; critical-thinking and problem-solving skills; communication and collaboration skills; social and cultural awareness; civic engagement; initiative and self-direction; flexibility; productivity and accountability; character and leadership</p>	<ol style="list-style-type: none"> 8. Develop understanding regarding de-escalation and crisis intervention techniques 9. Identify the role of the paraeducator regarding assessments 10. Demonstrate data collection and behavioral observation skills 11. Explain how and when to use natural and logical consequences 12. Understand the continuum of behavior support strategies 13. Identify strategies for increasing desired behaviors 14. Identify strategies for decreasing challenging behavior 		
<p>Significant Communication Support</p>	<p>15 hours</p>	<p>PCCG.1.K12 Implications of language levels for individuals with exceptionalities learning the dominant language</p>	<ol style="list-style-type: none"> 1. Identify the components of communication and typical language development 2. Name the ecological components of communication 	<p>-Remembering Communicative Intent -The Ecological Components of Communication -Communication Partner Strategy Practice</p>	<p>FCCLA Interpersonal Communications FCCLA Focus on Children</p>

		<p>PCCG.2.K5 Communicative intent of behaviors</p> <p>PCCG.2.K6 Importance of the paraeducator serving as a positive model for individuals with exceptionalities</p> <p>CDE Essential Skills-creativity and innovation skills; critical-thinking and problem-solving skills; communication and collaboration skills; social and cultural awareness; civic engagement</p>	<ol style="list-style-type: none"> 3. Identify behaviors that facilitate communication with students 4. Recognize the communicative intent of human behavior 5. Define processing and comprehension difficulties 6. Describe the process of communication without speech 7. Identify the areas of communicative competence and how to develop skills in these areas 8. Explain the conceptual basis behind the use of augmentative and alternative communication systems 9. Recognize, create and operate low and high tech communication systems 	<p>-Communicative Intent</p> <p>-Communicative Competence Plan</p> <p>-Creating Low-Tech and High-Tech AAC</p> <p>Creating Low-Tech AAC Systems</p>	
Practicum	30 Hours	<p>PCCG.2.K6 Importance of the paraeducator serving as a positive model for individuals with exceptionalities</p> <p>PCCG.2.S8 Establish and maintain rapport with learners</p> <p>PCCG.2.S12 Use universal precautions to assist in</p>	<ol style="list-style-type: none"> 1. implement support strategies for diverse learners under the guidance of school personnel 2. Maintain positive rapport with learners and other school employees 3. Demonstrate an understanding of paraprofessional job 	<p>Complete 30 practicum hours working as a paraprofessional under the guidance of a special education teacher</p> <p>Portfolio Presentation</p>	<p>FCCLA Job Interview</p> <p>FCCLA Career Investigation</p> <p>FCCLA Teach and Train</p> <p>FCCLA Focus on Children</p>

