



Virtual Resource Library



# RESOURCES

*for*

# TEACHERS

# DRAFT



[www.cebisva.org](http://www.cebisva.org)



# CEBIS

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# Introduction

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This resource guide assembles high-quality, practical resources from across the Commonwealth of Virginia in one streamlined location for easy access by school professionals working with students. It was created in collaboration with the Virginia Department of Education.

**DRAFT**



# ★ Early Childhood ★



**Resource Name:** [Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care](#)

**Resource Description:** This checklist supports educators in early childhood settings in identifying and promoting social emotional development and trauma-informed practices in those settings. From the Pyramid Model Consortium.

**Resource Name:** [Challenging Behavior: What Works and What Doesn't](#)

**Resource Description:** This distillation of practical strategies for responding to challenging behavior outline effective response strategies to support young children. From Zero to Three.



# DRAFT

**Resource Name:** [Virginia's Early Learning and Development Standards \(ELDS\): Birth-Five Learning Guidelines](#)

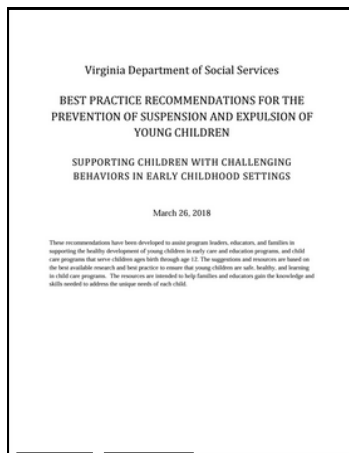
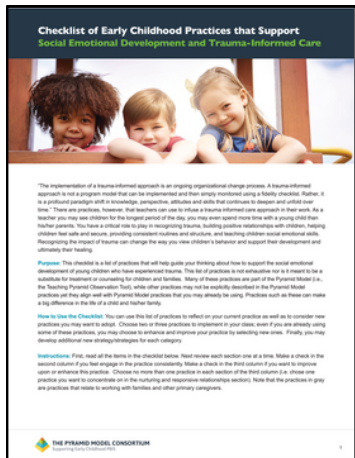
**Resource Description:** Spanning five developmental areas, these Guidelines outline various developmental indicators for young children spanning birth through age five to provide the basis for assessment and implementation of developmentally appropriate activities. From the Virginia Department of Education.

**Resource Name:** [Best Practice Recommendations for the Prevention of Suspension and Expulsion of Young Children](#)

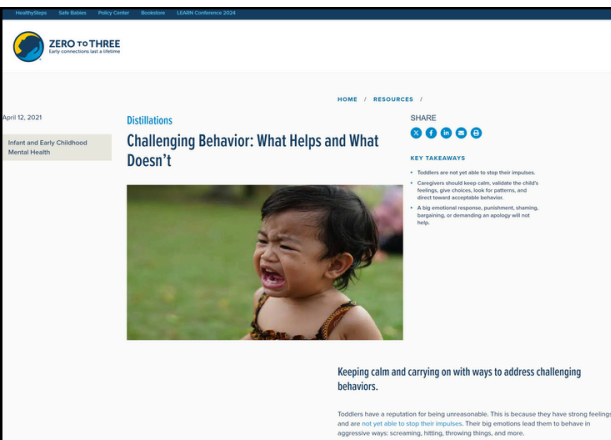
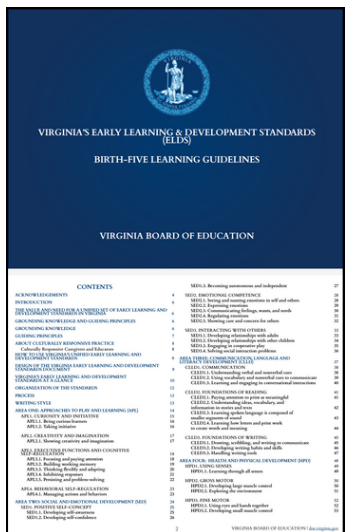
**Resource Description:** These guidelines outline support strategies, resources, and foundation information to reduce instances of young children experiencing suspension and/or expulsion from early childhood settings. From the Virginia Department of Social Services.



# Early Childhood



## DRAFT





# Elementary



**Resource Name:** [Elementary Adult Assistance Chart](#)

**Resource Description:** This editable chart supports teachers in documenting supports and strategies used with individual students throughout the instructional day and can support documentation and data collection for Tier 1, 2 or 3 interventions. From Virginia Tech Training & Technical Assistance Center (TTAC).

**Resource Name:** [One Pager from I'm Determined](#)

**Resource Description:** The One Pager provides an opportunity for students at any grade level to provide information about themselves that would be important for personnel to know. The site includes overview videos, downloadable templates, and connection to the corresponding web app. From I'm Determined.



# DRAFT

**Resource Name:** [Good Day Plan from I'm Determined](#)

**Resource Description:** The Good Day Plan supports students at any grade level in identifying what helps them to be their best, and what changes might be needed to support those things happening. The site includes an overview video, downloadable templates, and connection to the corresponding web app. From I'm Determined.

**Resource Name:** [Good Day Plan Implementation Guide](#)

**Resource Description:** The downloadable implementation guide goes along with the Good Day Plan and provides support for using the plan as both a goal-setting and behavior intervention tool. From I'm Determined.



**Resource Name:** [I'm Determined Goal Plan](#)

**Resource Description:** The Goal plan is designed for students of any age to begin setting and achieving their goals and includes steps to identify people who can help with the process. The site includes an overview video, downloadable templates, and connection to the corresponding web app. From I'm Determined.



# Elementary



**Adult Assistance Chart (Elementary)**  
Some of these activities are probably not relevant to your student. Feel free to delete rows in this chart.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Activity	Assistance Description ("I" for Independent or describe)
Eating Lunch	
Using the Restroom	
Grooming at School	
Dressing for Outdoors (Jackets or PE)	
Removing Outdoor Clothing	
Arrival	
Departure	
Transferring within Classroom	
Transferring Between Classes	
Individual Seatech	

Elementary Adult Assistance Chart

**One-Pager**

Downloadable, fillable PDF file of the One-Pager - a tool to help others get to know the important things about you.

Think about a time when you really wanted someone - a teacher - to know stuff about you but you really didn't want to have to take the time and the words to explain it. Think about your 800 - how long does it take for anyone to look at it and find out the important things about you? The One-Pager was created as a way to cut through all of that paper and get the important stuff quickly and all on one page.

**Overview Videos**

One-Pager Overview

One Pager from I'm Determined

**Good Day Plan**

Downloadable, fillable PDF slips that are perfect for you.

Think about what a good day at school or work looks and feels like for you. Do you need coffee? Do you need to listen to music first thing in the morning, or do you need some quiet time to start your day? Does it happen now? If not, what can you do to make it happen? What can help you along the way? The Good Day Plan helps you make and stick to a daily plan.

**Overview Video**

Good Day Plan Overview

Good Day Plan from I'm Determined

**Good Day Plan Implementation**

This is a how to use guide for teachers to help students create a Good Day Plan.

[Download Good Day Plan Implementation docx](#)

Good Day Plan Implementation Guide

# DRAFT

**Goal Plan**

Downloadable, fillable PDF file of the Goal Plan - a simple tool to help you set and attain goals.

We are all striving to become better at something or to accomplish a goal. But how often do we actually sit down and plan out steps to achievement? Whether you are trying to improve your grades, or accomplish a life-long goal, the Goal Plan will help you get there!

**Overview Video**

Goal Plan Overview

I'm Determined Goal Plan



# Secondary



**Resource Name:** [Profile of a VA Graduate](#)

**Resource Description:** This is a visual support of the components of the Profile of a Virginia Graduate with links to activities and resources that support each of the components. From Virginia Tiered Systems of Support (VTSS).

**Resource Name:** [Secondary Adult Assistance Chart](#)

**Resource Description:** This editable chart supports teachers in documenting supports and strategies used with individual students throughout the instructional day and can support documentation and data collection for Tier 1, 2 or 3 interventions. From Virginia Tech Training and Technical Assistance Center (TTAC).



# DRAFT

**Resource Name:** [Competency, Autonomy, and Relatedness \(CAR\)](#)

**Resource Type:** [Video Series](#)

**Resource Description:** This video series explores the concepts of competency, autonomy and relatedness as they relate to self-determination and provide insights from Virginia students along the way. From I'm Determined.

**Resource Name:** [Good Day Plan from I'm Determined](#)

**Resource Description:** The Good Day Plan supports students at any grade level in identifying what helps them to be their best, and what changes might be needed to support those things happening. The site includes an overview video, downloadable templates, and connection to the corresponding web app. From I'm Determined.



**Resource Name:** [Good Day Plan Implementation Guide](#)

**Resource Description:** The downloadable implementation guide goes along with the Good Day Plan and provides support for using the plan as both a goal-setting and behavior intervention tool. From I'm Determined.






# Secondary



**Profile of a VA Graduate & 5 C's: Resources**

*VTSS High School Virtual C.O.P. (October 2020)*



**Critical Thinking**

- Peer Feedback
- Anticipation Guide
- Cross-Curricular
- Brainstorming Maps
- Project Based Learning

**Creative Thinking**

- Genius Hour - Free Webinar
- MakeSpaces.com
- Creating Choice Boards
- Graffiti Wall (Responding to Literature)\*

**Collaboration**

- Structures for Understanding the Perspective of Others\*
- Connected Classrooms
- Global Learning
- Circle the Stage\*
- Placemat Consensus

**Communication**

- The Value of Listening\*
- 5 Research-based Tips for Providing Effective Feedback
- MINICUTE: CLARIFYING AND PROBING QUESTIONS\*

**Citizenship**

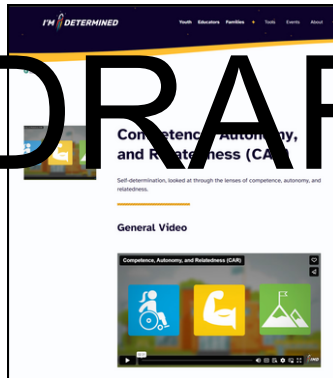
- PBL: "Do Something Cool!"
- Community Circles
- Community Service
- Student Led Conferences

[Profile of a VA Graduate](#)

Adult Assistance Chart (Secondary)	
Student: _____	Grade: _____ School: _____
Activity	Assistance Description ("I" for independent or describe)
Eating Lunch	
Using the Restroom	
Grooming at School	
Dressing for an Activity/Weather	
Dressing for Physical Ed	
Arrival	
Departure	
Transitioning within Classroom	
Transitioning Between Classes	
Individual Seatwork	
Group Project/Activity	

[Secondary Adult Assistance Chart](#)

**DRAFT**



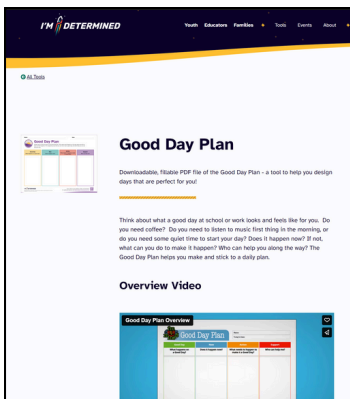
**Competency, Autonomy, and Relatedness (CAR)**

Self-determination, looked at through the lenses of competence, autonomy, and relatedness.

General Video

Competency, Autonomy, and Relatedness (CAR)

[Competency, Autonomy, and Relatedness \(CAR\) Video Series](#)



**Good Day Plan**

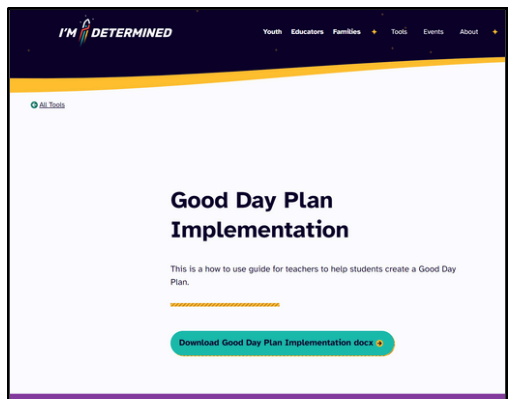
Downloadable, Editable PDF file of the Good Day Plan - a tool to help you design plans that are perfect for you!

Think about what a good day at school or work looks and feels like for you. Do you need coffee? Do you need to listen to music first thing in the morning, or do you need some quiet time to start your day? Does it happen now? If not, what can you do to make it happen? Who can help you along the way? The Good Day Plan helps you make and stick to a daily plan.

**Overview Video**

Good Day Plan Overview

[Good Day Plan from I'm Determined](#)



**Good Day Plan Implementation**

This is a how to use guide for teachers to help students create a Good Day Plan.

[Download Good Day Plan Implementation docx](#)

[Good Day Plan Implementation Guide](#)



# Secondary



Resource Name: [One Pager from I'm Determined](#)

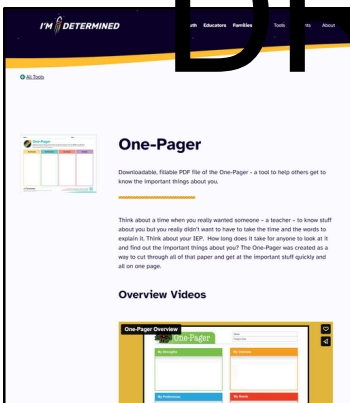
**Resource Description:** The One Pager provides an opportunity for students at any grade level to provide information about themselves that would be important for personnel to know. The site includes overview videos, downloadable templates, and connection to the corresponding web app. From I'm Determined.

Resource Name: [I'm Determined Goal Plan](#)

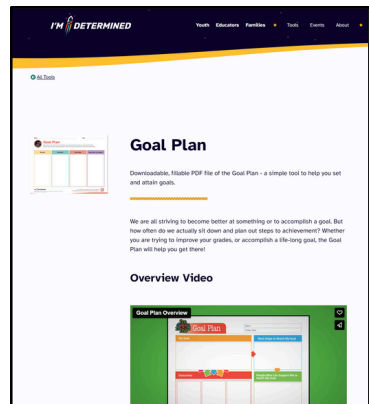


**Resource Description:** The Goal plan is designed for students of any age to begin setting and achieving their goals and includes steps to identify people who can help with the process. The site includes an overview video, downloadable templates, and connection to the corresponding web app. From I'm Determined.

# DRAFT



[One Pager from I'm Determined](#)



[I'm Determined Goal Plan](#)

# Behavior Support



**Resource Name:** Ultimate Behavior Toolkit: What Works

**Resource Description:** Including tracks for both elementary and secondary classrooms, these video series provide practical introductions to evidence-based practices related to behavior and classroom management and include quizzes to check for comprehension and understanding. From the Center for Implementation and Evaluation of Education Systems (CIEES).

**Resource Name:** VTSS Tier 1 Behavior Workbook

**Resource Description:** This is a downloadable, fillable workbook that provides opportunities for planning, goal-setting and reflection around the implementation of Tier 1 practices at the classroom level. From Virginia Tiered Systems of Support (VTSS).



**Resource Name:** Refusing Disruptive Behaviors online modules

**Resource Description:** This video series provides an introduction to the escalation cycle as it relates to interfering behavior in school settings and provides strategies for disrupting it and supporting students in de-escalation. A Knowledge Check on the content is included. From the Virginia Department of Education Office of Behavioral Health and Wellness.

**Resource Name:** Quick Tips for Adults Responding to Behaviors

**Resource Description:** This is a downloadable and printable tip sheet for adults working in school settings who are responding to interfering behaviors. From Old Dominion University Training and Technical Assistance Center (ODU TTAC).



**Resource Name:** Classroom and Behavior Management Course Enhancement Modules

**Resource Description:** The resources included in this library cover a variety of topics related to both group and individual behavior support. Examples of related evidence-based practices are provided. From the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center at the University of Florida.

# Behavior Support

Ultimate Behavior Toolkit: What Works

VTSS Tier 1 Behavior Workbook

Defusing Disruptive Behaviors online modules

Quick Tips for Adults Responding to Behaviors

Classroom and Behavior Management Course Enhancement Modules

# ★ Special Education ★



**Resource Name:** [VDOE Special Education Guide](#)

**Resource Description:** This video series provides an overview of the special education process from identification to reevaluation and can be shared with families who are navigating the journey as well. From the Virginia Department of Education.

**Resource Name:** [TTAC HLP Highlight Tools 1-22](#)

**Resource Description:** Covering each of the 22 High Leverage Practices, each tip sheet in this downloadable collection supports professional development and implementation of the practices in classrooms. From the Training and Technical Assistance Center (TTAC) Online.



# DRAFT

**Resource Name:** [Transition Interview Questionnaire](#)

**Resource Description:** This downloadable and editable questionnaire supports students as they move from class to class, grade to grade, or building to building. It supports team members sharing essential information with future personnel to support communication and effective implementation of a student's IEP. From the Virginia Tech Training and Technical Assistance Center (TTAC).



**Resource Name:** [Online Curriculum for Paraprofessionals: Inspiring Independence, Positive Behavior, and Effective Communication](#)

**Resource Description:** These videos are downloadable and can be used to support professional development for paraprofessionals supporting students with disabilities in inclusive settings. From the Institute for Community Inclusion.



**Resource Name:** [Student Involvement in the IEP Video Modules](#)

**Resource Description:** This video series outlines how each of the different I'm Determined resources can be used to enhance student voice and self-advocacy during the IEP development process. From I'm Determined.



# Special Education

VDOE Special Education Training - Pages - VDOE Special Education Guide

Home  
 About  
 VDOE Special Education Guide  
 History Tracker

These videos can be watched individually but are also designed to be watched in sequence. Topics include:

- Introduction
- Special Education Identification
- Special Education Eligibility
- Special Education Individualized Education Program
- Special Education Reevaluation
- Early Intervention
- What's Next?

Introduction

Identification

Eligibility

**VDOE Special Education Guide**

TTAC Online

Home | My TTAC Online | My Progress | My Assessments | Quality Tools | Resources | Events | Online Trainings

HLP Highlight Tools: 1 - 22 (VDOE TTAC at GMU)

Search

Collaboration

Self-Reflection

Data-Driven Planning

Instruction in Behavior and Academics

Identify and Measure as Needed

**TTAC HLP Highlight Tools 1-22**

**Transition Interview**

Date of completion: \_\_\_\_\_  
 Student: \_\_\_\_\_

Educational Diagnosis	Characteristics of the diagnosis that affect communication
Birth family history	
Relevant medical information	
Relevant social history	
Strengths and addresses in the child's communication system	
Academic needs	Social needs

Is there anything else the receiving team should know to help them have a successful start with this student?

**Transition Interview Questionnaire**

DRAFT

Inspiring Independence, Positive Behavior, and Effective Communication

Today's professional...  
 If it  
 in five  
 one year  
 as interesting, engaging,  
 and been topics were an

Welcome to our online curriculum for paraprofessionals! The free, research-based modules below are full of practical tips and strategies.

Click on each module to access the online training. Or if you wish to customize the materials, you can download and adapt them for classroom use.

Please share this site with other paraprofessionals who may find it useful!

**Partnering Independence**

- Why independence is the goal of every student
- How providing support can inadvertently lead to dependency and social isolation
- Finding prompts and physical proximity

**Proximity and Peer Relationships**

Positive Proximity:  
 Back away from the student when at all possible  
 Only sit with the student when absolutely necessary  
 Encourage and assist the student to sit with peers

Tips for Peer Interactions:

**Online Curriculum for Paraprofessionals:  
 Inspiring Independence, Positive Behavior, and Effective Communication**

I'M DETERMINED

Home | About | Resources | Tools | Events | Help

Developing Skills

**Student Involvement in the IEP - Video Modules**

In the article of your eBook below, you can explore Student Involvement in the IEP process utilizing three of the I'm Determined Tools: The One-Page, Good One Plan, and Goal Plan.

These videos provide instructions on how to use these tools to increase student involvement in the IEP process. Meet How Determined and Youth Leaders who have used these tools and who have participated in their IEPs.

Session 1 - Overview

Student Involvement in the IEP Process: Session 1 - Overview

**Student Involvement in the IEP Video Modules**

# Special Education



**Resource Name:** [Environmental Supports Guide](#)

**Resource Description:** Part of a complete site related to developing a Behavior Intervention Plan (BIP), this site provides in-depth information on environmental supports as antecedent modifications. Links to information on other components of a BIP are provided. From the Virginia Tech Training and Technical Assistance Center (TTAC).

**Resource Name:** [How-To Video Series for Instructional Strategies](#)

**Resource Description:** Spanning a variety of ages and instructional targets, these short videos model various evidence-based practices for teaching skills, specifically to students with an autism spectrum disorder (ASD). From the Virginia Commonwealth University Autism Center for Excellence (VCU-ACE).



# DRAFT

## Environmental Supports

**What are environmental supports?**

Environmental supports are strategies that teams identify and implement that prevent or reduce the likelihood that the targeted behaviors happen. Environmental supports proactively set up the environment for student success. Positive behavior change begins with effective environments that support behaviors you want to see and prevents behaviors that you don't. Environmental supports are targeted and specific for each student and his or her situation.

Teams use the **Message Statement** to determine what the student is communicating and what lagging skills are contributing to that. The message and the lagging skills drive the selection of environmental supports. Environmental supports are intended to reduce the occurrence of the targeted behaviors *and* the situations that trigger the behavior while the student *learns* new ways to communicate.

Instructional environmental supports

Physical environmental supports

Relationship environmental supports

Teams problem solve to determine what supports are needed for each student.

[Environmental Supports Guide](#)

### VCU Autism Center for Education

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English

## How to

Training > Videos > How to

**TRAINING**

- Online Courses
- Microlearning
- Videos
- Webcasts
- Upcoming Webcasts
- Archived Webcasts
- Upcoming
- Seminars
- Training Guidance
- CEUs & Certification
- Virtual Learning Communities

### HOW TO VIDEO SERIES

These short videos demonstrate evidence-based practices for students.

These short videos are approximately five minutes long and are intended to provide a quick look at implementing a particular strategy. The How To videos provide a short description of the topic with real life video examples of how to implement the evidence-based practice in the classroom with students with ASD.

Select a How To Topic:

Title	Category
How To: Deal with Changes Individuals with ASD often thrive in a routine environment and can struggle with unexpected changes to their schedule. This How To video helps families, educators, and community members support individuals with ASD as they navigate through the multitude of changes due to the COVID-19 pandemic alert. This How To video includes how to do the VCU-ACE COVID-19 Social Narrative and the VCU-ACE COVID-19 Comic Strip.	Visual Supports
How To: Teaching Handwriting This How To video is for families, educators, and community members who are teaching the steps of handwriting to individuals with ASD. This video includes strategies for those who need more support such as using a task analysis, modeling, using visual supports, and using reinforcement.	Visual Supports
How To: Handwriting This How To video is for individuals with ASD to watch and learn the steps of proper handwriting. This video also includes a tip that can be used for video modeling, a powerful strategy in teaching some individuals with ASD new skills.	Visual Supports
How To: Creating Social Communication Opportunities The topic for this How To is creating social communication opportunities. You will see a variety of video examples of individuals discussing this topic. Some of the techniques used are environmental supports of ASD.	Communication

**How-To Video Series for Instructional Strategies**

# Wraparound Support



Resource Name: [Social Emotional Wellness Video Quick Guides](#)

**Resource Description:** This is a library of short videos promoting social-emotional wellness for populations, each with a corresponding downloadable resource. From the Virginia Department of Education's Office of Behavioral Health and Wellness.

Resource Name: [VTSS Trauma Learning Modules](#)

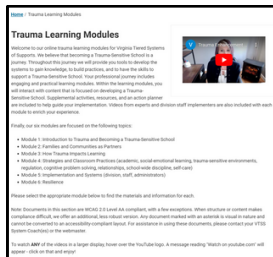
**Resource Description:** These modules include a variety of videos and other resources for professional development surrounding the impact of trauma on individuals and on the educational setting. From Virginia Tiers of Systems of Support (VTSS).



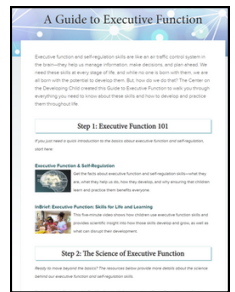
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Resource Name: [A Guide to Executive Function](#)

**Resource Description:** This is an interactive site providing an orientation to executive functioning skills as well as strategies and activities to support their development. From the Center on the Developing Child at Harvard University.



[VTSS Trauma Learning Modules](#)



[A Guide to Executive Function](#)



[Social Emotional Wellness Video Quick Guides](#)



# General Resources



**Resource Name:** [Educator Pathway to Success](#)

**Resource Description:** The I'm Determined Educator Pathway to Success provides a 10-video series on self-determination and how to get started implementing its practices with students. From I'm Determined.

**Resource Name:** [How Self-Determined Are You? A Toolbox of Resources to Help Build Self-Determination Skills](#)

**Resource Description:** Designed for both families and school personnel, this printable guide explores the concept of self-determination and provides strategies for supporting students' self-determination at any age level. From I'm Determined, via the Virginia Department of Education (VDOE).



**Resource Name:** [Promoting Equity in Education Through Family Engagement fact sheet](#)

**Resource Description:** This fact sheet provides information for school personnel, families, and community members about effective strategies to build, strengthen and enhance home-school partnerships and promote equity and family engagement in and with schools. An accessible version and the accompanying video are available from the website. From Formed Families Forward in partnership with Virginia Tiered Systems of Support (VTSS).

**Resource Name:** [Family Engagement With Schools: Strategies to Build Strong Partnerships fact sheet](#)

**Resource Description:** This fact sheet provides more concrete definitions and resources to support home and school partnerships.

An accessible version and the accompanying video are available on the website. From Formed Families Forward in partnership with Virginia Tiered Systems of Support (VTSS).



**Resource Name:** [K-12 Inclusive Practices Guide](#)

**Resource Description:** The purpose of this guide is to enhance inclusive practices for students with disabilities and to support school personnel in assessing their current level of implementation, and planning for next steps. From the Virginia Department of Education (VDOE).



# General Resources

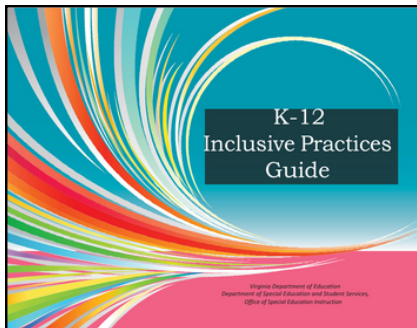


[Educator Pathway to Success](#)

[How Self-Determined Are You?  
A Toolbox of Resources to Help Build Self-Determined Skills](#)

[Promoting Equity in Education Through Family Engagement  
fact sheet](#)

[Family Engagement With Schools: Strategies to Build Strong Partnerships  
fact sheet](#)



[K-12 Inclusive Practices Guide](#)

# General Resources



**Resource Name:** Effective Communication with Paraprofessionals

**Resource Description:** This downloadable chart supports effective communication between classroom team members and aligns with High Leverage Practices (HLPs) related to collaboration to support student success. From THE Virginia Tech Training and Technical Assistance Center (TTAC).

**Resource Name:** Effective Collaboration with Paraprofessionals- Roles

**Resource Description:** This downloadable chart supports teachers as instructional leaders in defining roles and responsibilities for different members of the classroom team. From the Virginia Tech Training and Technical Assistance Center (TTAC).



# DRAFT

Effective Supervision of Paraeducators Begins with Effective Communication (HLP 1)	
Nonemotional Communication Approach	
Written Protocols	Educators provide paraeducators with specific guidelines for what needs to be accomplished and the steps to achieve identified goals. Educators should take into consideration the experience of the paraeducator when providing protocols. For example, some paraeducators have extensive experience and function in a more collaborative role related to their responsibilities. Those less experienced paraeducators require a directive approach.
Explicit, Concrete Language	Student success should <u>not</u> be dependent upon individual paraeducators. To avoid this pitfall and ensure coherence in classroom practice, educators create teaching and support protocols for working with students. Information provided to paraeducators about their work should include: <ul style="list-style-type: none"> <li>expectations of desired outcomes</li> <li>explicit strategies for verbal and physical interactions with students</li> <li>strategies for reinforcing appropriate or desired behaviors</li> </ul>
Examples and Nonexamples	Educators provide examples and nonexamples from actual happenings in the classroom to assist paraeducators in understanding the range or extent of interventions they can utilize with students. Examples and nonexamples make a easier for the paraeducator to understand, internalize and implement interventions to support student success.
Modeling	Educators explicitly model instructional and behavioral strategies and interventions for paraeducators prior to their implementation of these methods.
Checking for Understanding	Educators should assume that paraeducators have questions regarding what they are being asked to do and check for their understanding. <ul style="list-style-type: none"> <li>Ask what questions do they have about a strategy?</li> <li>Ask the paraeducator to paraphrase what they learned</li> <li>Ask the paraeducator to teach the strategy back to the educator</li> <li>Ask the paraeducator to describe what they observed the educator doing in support of the students.</li> </ul>

Effective Communication with Paras

Utilizing Paraeducator Support (example)	
Educator's Role	Paraeducator's Role
<b>Classroom Organization</b> <ul style="list-style-type: none"> <li>Plans weekly schedule</li> <li>Plans lessons/activities for class and individual students</li> <li>Plans room arrangement and learning centers</li> </ul>	<b>Classroom Organization</b> <ul style="list-style-type: none"> <li>Follows weekly schedule</li> <li>Provides input to lesson/activities</li> <li>Provides input into room arrangement/learning centers</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>Assesses individual students</li> <li>Administers tests to class</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>Provide support to student as requested by the teacher</li> </ul>
<b>Setting Objectives</b> <ul style="list-style-type: none"> <li>Determines appropriate objectives for class and individual students</li> </ul>	<b>Setting Objectives</b> <ul style="list-style-type: none"> <li>Provides input as requested by the teacher</li> </ul>
<b>Teaching</b> <ul style="list-style-type: none"> <li>Teaches lesson to class, small groups, and individual students</li> </ul>	<b>Teaching</b> <ul style="list-style-type: none"> <li>Assist students in lessons, as directed by the teacher</li> <li>Teach lessons to small groups and/or individual students as designed and directed by the teacher</li> </ul>
<b>Behavior Management</b> <ul style="list-style-type: none"> <li>Plans behavior management strategies and interventions for the class and for individual students</li> </ul>	<b>Behavior Management</b> <ul style="list-style-type: none"> <li>Implements behavior management strategies and interventions for individual students, as directed by the teacher</li> <li>Provides feedback to the teacher regarding</li> </ul>

Effective Collaboration with Paraprofessionals- Roles



This Resource Guide for Teachers is made possible through a grant (Grant # GRANT NUMBER) from the Virginia Department of Education to Old Dominion University.

Last Updated Summer 2024

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## CEBIS