

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



COLORADO
Department of Education

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Maximizing the Impact of Para-Educators

Lee Stickle, M.S. Ed.

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Role of Para-educators



<http://www.districtadministration.com/article/pressure-paraeducators>



Teacher Responsibilities

Our Classroom Daily Schedule

AM	PM	Activity
7:50	11:35	Arrival / Opening Activities
8:10	11:55	Circle Time
8:35	12:30	Center
9:35	1:00	Maker Activity
9:55	1:40	Book Look / D.C.A.R.
10:00	1:45	Snack
10:15	2:00	Read Aloud / Group Activity
10:45	2:30	Pack Up / Dismissal

Computer Lab - Mondays 9:00 & 12:00
 Library - Thursdays 8:00 & 12:30
 Book Buddies - Fridays 9:45 & 1:30

STEP
 Mrs. Cleary, Teacher
 Mrs. Lynch, Assistant Teacher
 Room 21

School-wide Expectations

Be Responsible

Be Respectful

Be Ready



Schedule

Monday Staffing Schedule

Time	Activity	Staff Providing Instruction	Location	Materials Location	Staff Assignments
8:15	Daily Journal	Mary, Susan, Janice and Joyce	Student Desks	Student Desks	Mary > Michael Susan > Hannah Janice > Class Joyce 1-1 as needed
8:30	Reading Large Group Instruction	Joyce	Student Desk	Book Pocket	Mary > Prepare for reading groups Susan > Get Assessment Area Prepped Janice > Mr. Martin's Classroom
8:50	Reading Small Group Instruction	All	Reading Tables	At the table	Mary > Jose, Megan, Sadie, Brian, Carmen Susan > Mike, Mark, Katie, Reece, Brent Janice > Sarah, Allie, Molly, Danny Joyce > Harry, Paul, Cara
9:05	Brain Break	Joyce	Student Desk	Smart Board (Sid Shuffle) Youtube	Assigned geographic areas



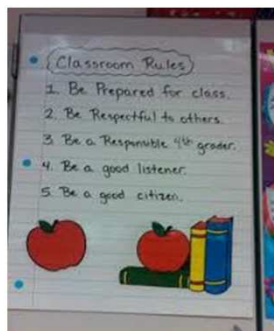
Organization



<http://mrsterhune.blogspot.com/2011/11/classroom-organization.html>



Rules and Routines



Building Level Procedures



Student at a Glance

Student at a Glance
The Information Coordinator

Student Name	Grade	Student #	School Year	Eligibility	Case Manager
<small>An IEP at a glance is an abbreviated document that provides a quick reference to a student's Individualized Education Plan (IEP). An IEP is the full document that a special education team in collaboration with the parents meets to create each year.</small>					
Student's Strengths			IIP Components		
Accommodations/ Modifications for the Gen. Ed. Classroom			Testing Accommodations		
Motivators/ Reinforcement			Areas of difficulty		
Student's Goals/ Objectives/ Data Collection					
Additional Relevant Information (Special Health Care Plans, Safety Protocols, medical needs, etc.)					

This is a working document and should be changed and modified as the student's needs change



Competencies

- CEC in cooperation with the National Resource Center for Para-educators identified 10 Areas of Competencies that those serving students with exceptionality should possess. Each area is divided into Knowledge and Skills.



Foundations

- Knowledge
- Skills



Development and Characteristics of Learners

- Knowledge



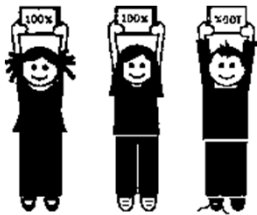
Individual Learning Differences

- Knowledge
- Skills



Instructional Strategies

- Knowledge
- Skill



Learning Environment/Social Interactions

- Knowledge
- Skills



Language

- Knowledge
- Skill



Instructional Planning



- Knowledge
- Skill



Assessment

- Knowledge
- Skill



Professional and Ethical Practice

- Knowledge
- Skills



Collaboration

- Knowledge
- Skill



Collaboration

Twenty Ways to "Be the Best That You Can Be"

With Students	With Teacher	With Environment	With Self
Learn names of students immediately.	Consult often with the teacher as to how you can help.	Become familiar with the school building, grounds, personnel.	Be mature in your conduct and demonstrate that you are a responsible person.
Learn as much about each student as quickly as possible.	Inform the teachers with whom you work of any special talents, interests, or special experiences you have had.	Learn the routine of the school day.	Ask for clarification when you do not understand an assignment or suggestion.
Lend personal assistance to students whenever possible.	Practice observing in a meaningful way every chance you get.	Become acquainted immediately with emergency procedures.	Be on time and leave at an appropriate time.
Give encouragement to students whenever and wherever possible.	Watch carefully how the teacher deals with and directs students.	Learn the location of and how to use equipment.	
Praise students' efforts and successes.	Exchange telephone numbers with your teacher(s).	Become acquainted with school policy as it applies to you and your work.	
Be patient in dealing with students.	Get acquainted with other staff members.		

Source: Adapted from the Pappert Training Packet, Arkansas Department of Education, Special Education, 1985.



So, those are the competencies...

- Lets get down to it, *instruction* is complex.



Murphy and Mueller 2001

Cautionary Tale

- What is the appropriate level of support for the student's level of skill and behavior development?
- Do we understand the prompting hierarchy?
- Why should we be concerned?



Kim Davis Indiana Institute on Disability and Community

Strategies To Developing Great Paras

- Develop Content Area Specialist
- Provide a feedback system, make it a two way street!
- Provide hands on training, especially in the area of behavior.



Strategies

- What strategies do you teach the use of in:

Behavior

Academics

Organization



Behavior

- Structure
- Pre-teach
- Prepare for transitions
- Establish routines
- Model desired behavior
- Use visual cues



Academics

- Preferential seating
- Break tasks down
- I do, we do, you do
- Alternate preferred and non-preferred tasks (Premack Principle states that more probable behaviors will reinforce less probable behaviors)

Jon E. Roedelein (1998), *Dictionary of Theories, Laws, and Concepts in Psychology*, Greenwood, ISBN 0-313-30460-2 p. 384
Jump up ^ Tony Ward, D. Richard Laws, and Stephen M. Hudson (2003). *Sexual deviance: issues and controversies*. SAGE. p. 66. ISBN 978-0-7619-2732-7.



Organization

- Routines are established, taught and reinforced.
- Visual Supports are provided throughout the day.
- Planners or Agendas are utilized (perhaps modified)
- Structure has been added to desks, cubbies or lockers.



The key to maximizing para-educator impact

- Is to work as a team, It is critical to remember that every team needs a leader, and that you are that leader.



Team Building

- Prepare a lunch for your team
 - Provide break snacks once a week
 - Start a book club
 - Sponsor brown bag rounds
 - Offer opportunities for them to learn new skills by shadowing someone who has them!
 - Never expect them to do anything that you have not done.
-

Finally

- Relate to one another
 - Enjoy each other
 - Invest in each other
 - Laugh
-

Resources

- Ideas for Organization
<http://mrsterhune.blogspot.com/2011/11/classroom-organization.html>
- Para.unl.edu This is a great resource that includes Introduction to Special Education.
- At a parapro training, try playing Special Education Jeopardy
<https://jeopardylabs.com/play/special-education-jeopardy48>
- Autism Internet Modules at
<http://www.autisminternetmodules.org>
- Instructional Strategies Online (Saskatoon Public Schools) has a great section on Explicit Instruction
<http://olc.spsd.sk.ca/De/PD/instr/strats/explicitteaching/index.html>