

The Teacher Para Learning Connection

State Support Team 9

Issue 5

October 2014



This newsletter is a means of connecting teachers and paraprofessionals as they learn new ideas together that support the students they serve. This newsletter will be published four times a year.

Teacher and para teams are more than “peanut butter and jelly”, a generic mixing of people that go together well. Teacher and para teams have energy, represent two distinct roles defined by the law and *individual members who work together to support student needs on a daily, consistent basis.*

2014-2015 Paraprofessional Series

The focus will be the para’s role in supporting the instructional team that implements behavior systems & plans for individual students.

All sessions from
4:00-6:00 p.m.
R.G. Drage Career Center
2800 Richville Drive SE
Massillon, OH 44646

October 13
What is PBIS?

October 29
Prevention Strategies

November 11
Individualized Strategies
and Data Collection

December 9
Positive feedback &
Consistency

What Do Teachers Say About the Support Paras Offer?

This question was posed to teachers: *In what positive ways has your para enhanced your instruction with students?* Here are their responses with our appreciation for the work of paraprofessionals.

- Keeps students on track
- Boost student confidence
- Remind me of all the little successes
- Sharing the workload
- Allows me more time to work one on one
- Tells me when things work and give suggestions



The “Four Knows”

Begin the school year by **knowing the students**. Say their names when working with them as it tells them that you care and they are important to you. Ask your supervising teacher for information that may assist you in meeting the student’s IEP goals. Information such as individual goals and academic strengths & needs, accommodations, modifications, health issues, and behavior plans including the development of social skills and incentives.

Know your co-workers to make connections for the team work that will be involved in serving your students.

Know the school district policies and procedures such as how to document an injury to a child or how to call off sick. Ask for this information if you do not have it.

Know the school district and community from an employee perspective. Learn about the different buildings, read board minute, and peruse the school websites to learn the successes within the district. Consider your role as an employee within district.

Remember the need for confidentiality of information related to the students and the co-workers. Employees observe and hear insights about individuals on a daily basis. A part of our professional ethics is to maintain the confidentiality of all the insights we are privileged to learn.

Reference: "A newsletter for Wisconsin paraprofessionals", Volume VIII, Issue 1, fall, 2007

Professional Development for Paraprofessionals

The Ohio Operating Standards for the Education of Children with Disabilities were adopted in July, 2014 by the Ohio Department of Education. The rules promote annual training opportunities for paraprofessionals to develop the knowledge and skills to work with individual students. Consider participating in the Para Series provided by the State Support Team 9 which will focus on the PBIS framework, prevention strategies, feedback and reinforcement, an understanding of behavior, and plans for individual students. Paraprofessionals serve a valuable role in supporting the instructional team.

LEARN
 STUDY
 PRACTICE
 TRAINING
 WORK



Learn how you can most effectively support your team. When you participate, you will earn a certificate of completion for 2.0 hours of training at each session. More information is available on the website at www.sst9.org or by contacting Sue Adams 1-800-733-7732 or 330-492-8136 or sue.adams-noll@email.sparcc.org.

This series supports the *Council for Exceptional Children Common Core Professional Development Standards for Paraeducators in Special Education* standard 5: Learning environments/social interactions (see knowledge and skills represented within this standard below).

Knowledge	
P5K1	Communicative intents of behaviors
Example of this knowledge standard: Sometimes students communicate their needs or wants through behavior. Their need may be to obtain something (i.e., an item of interest, food attention, a sense of belonging, pleasure, or entertainment). Their need may be to avoid something (i.e., homework, math worksheet, reading a book, or a group of students). Students who are compliant behave that way because it works for them and their behavior meets their needs.	
Skills	
P5S2	Use routines and procedures to facilitate transitions as determined by the instructional team
Example of this skill standard: The teacher uses the transition process for the class of calling students by the color of their shirt to line up to leave the classroom setting. All students are to place their class worksheets into a bin on the counter before lining up. This permits only a few students to line up at a time. The paraprofessional needs to use the same routine for the worksheet collection and to call students using small groups during transitions.	
P5S5	Establish and maintain rapport with learners
Example of this skill standard: Paraprofessionals learn the names of the students in the classrooms they support. When interacting with a learner such as greetings, giving specific praise to the student, or gaining their attention. the paraprofessional uses the learner's name.	
P5S6	Adapt physical environment to provide optimal learning opportunities as determined by the instructional team
Example of this skill standard: The paraprofessional seats a small group away from the computer to support the student who is distracted or prepares the table space with a "first/then" card to support the student who needs to complete the non-preferred activity then moving to the preferred activity.	

Remember: Paraprofessionals serve as valuable support personnel to the instructional team as they implement the accommodations to address the unique needs of students, record data, and address a multitude of tasks each day!

Thank you for your services!



Please send feedback, comments or questions for possible inclusion in The Teacher-Para Learning Connections newsletter to Denise Uitto at duitto@uakron.edu.