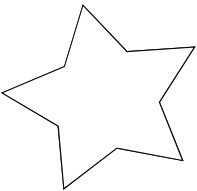



Team Work Makes the Dream Work



Building Capacity through Para Training and Supervision

Lindy McDaniel, MS 

Tri-State Autism Spectrum Disorder Webinar Series



This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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Tri-State Webinar Series



Healthy interpersonal relationships at school are one of the strongest predictors of student academic achievement and teacher career satisfaction. When teachers, coaches, and other school staff feel supported and engaged among each other and by administration, they are more likely to cultivate caring and supportive relationships with students.

-Meagan O'Malley, Research Associate at West Ed



Learner Objectives

Participants will:

- Gain strategies for effectively communicating with their paraprofessionals.
- Develop techniques for structuring and organizing the school day for para and student success.
- Learn strategies for coaching and providing feedback to their staff in a way that leads to improved outcomes for students.



Build the Frame

Teach:

- District policy
- School mission
- Classroom rules and expectations
- Student Needs, Goals and Strength



Staff Expectations:

1. Staff will arrive on time and ready to work at their scheduled time. They will return from lunch breaks at their scheduled time ready to work with students. Bathroom breaks and other breaks should be taken when students are engaged and safely working and monitored by other staff. They should not be taken at times when students need your assistance.
2. Staff should follow their schedule and student schedules as closely as possible, to ensure that students get quality instruction in a routine fashion. If a student needs a break monitor that need, so they do not sit at a break for too long. Use a timer and/or a ready/not ready cue to get them back to instruction as soon as they are ready.
3. During the instructional day, staff should be working with or monitoring student work and behavior, using the expectations in each area and the overall classroom rules. Consistency with rules and expectations across staff and settings is vital to student success.
4. Our goal is to support students in becoming as independent as possible! Model how to do work, and support student in completely work but do not do it for them, or pick them up to get them to do it.
5. Adult conversation should be at a minimum when students are present. Conversation should be with students and/or regarding student services. If you have questions or comments about a student they can be written in the note binder for discussion with Mrs. McDaniel at a break and/or during our Friday meetings. Please refrain from talking about student behavior in front of students.
6. Staff will ONLY use their cell phones in case of emergency, for work purposes, or during breaks. Phones should not be used during specials, or general education service times.

I _____, understand the above staff expectations.

_____ staff signature

_____ date



When the why is clear the how is easy.



Student Snapshot

Student: Jane Doe **Grade:** Kindergarten **Homeroom:** Ms. Smith

Family: Jane lives with her mother, father and third grade brother who attends our school.

Student's mode of communication:

- 2 to 3 word phrases when in a happy calm state
- can have limited language when upset or frustrated (reverts to crying)
- uses aided language boards when she can't find her words or is learning new concepts

Main Areas of Concern:

- learning academic skills such as letters and numbers, keeping pace with general education classroom, following group prompts and being aware of what is going on around her

Effective instructional strategies:

- visual schedule
- routine based learning
- helping Jane become aware of her surroundings using visual cues
- using noise canceling headphones, her chewy, and weighted blanket as needed to help her from become over stimulated

Strengths and Interests:

- likes Disney Princesses
- loving, kind, and generally happy!

Health Plan: No **Behavior Plan:** No

Paraprofessional Support: With a para when participating in novel activities, and activities that are fast paced or involve multiple steps. In the STAR room can work independently at independent work, play, iPad time and basic routine activities.

Regular Education Classroom Goals: Building awareness and imitating appropriate skills of same aged peers. Keep up pace and follow directions in the classroom with less support.

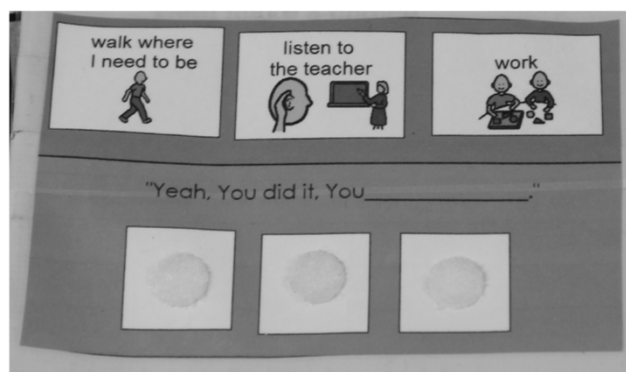
IEP Goals:

1. Speech goal- Jane will correct produce -ng and s sounds
2. Jane will identify the letters of the alphabet
3. Jane will complete addition and subtraction problems with numbers 1
4. Jane will follow group directives and pick up on social cues
5. Jane will self-monitor and recognize when she is getting upset or overwhelmed. she will then manage this upset using strategies she has been taught.

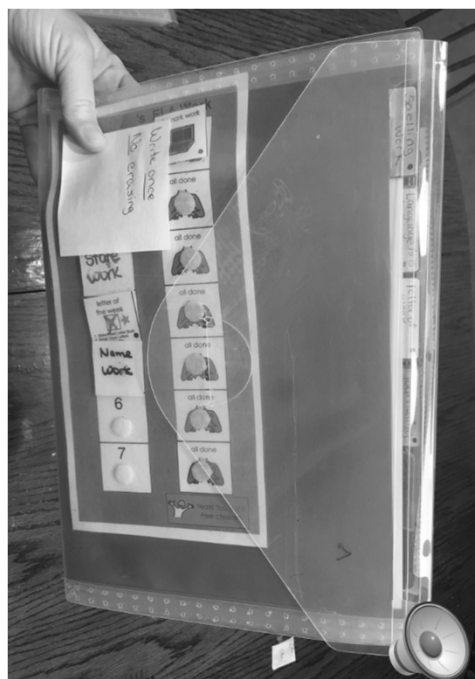


Directly Tie Para Roles to Student Goals

- By the end of the IEP year, when asked to follow an individual or group directive, John will comply without additional support on 9 out of 10 opportunities.



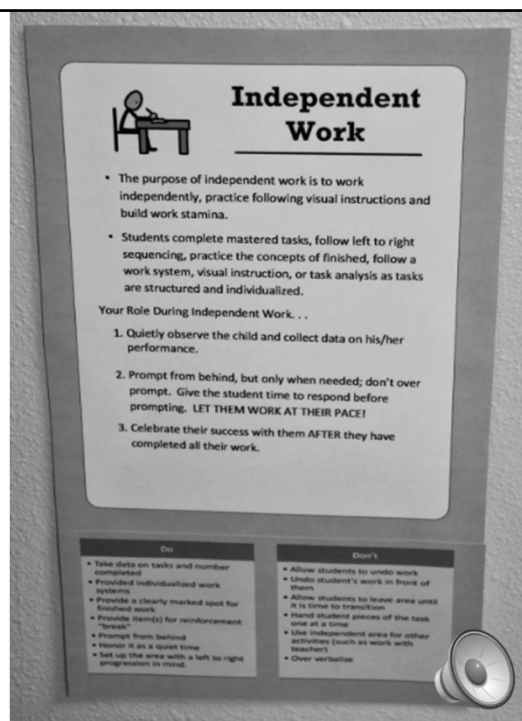
By the end of the IEP year, when asked to complete writing assignments, Sally will independently write a complete sentence with correct punctuation and capitalization on 9 out of 10 trials.



Provide Clear Roles and Responsibilities



Make it Visual!









Be Consistent with Consequence. . .

_____ needs to walk
_____ laps at recess.

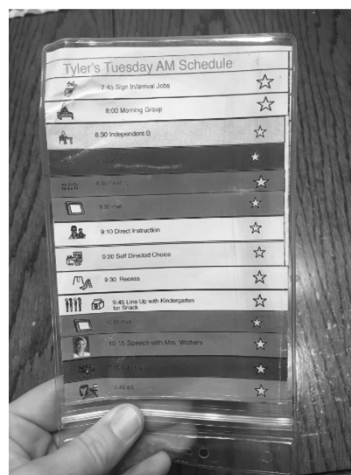
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Because _____ forgot to. . .



And in Praise!

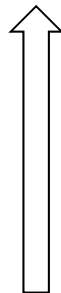


The Goal is Independence!



Prompt Hierarchy - Least to Most Intrusive

Most Intrusive



Least Intrusive

Full Physical

Partial Physical

Modeling

Visual/Gestural

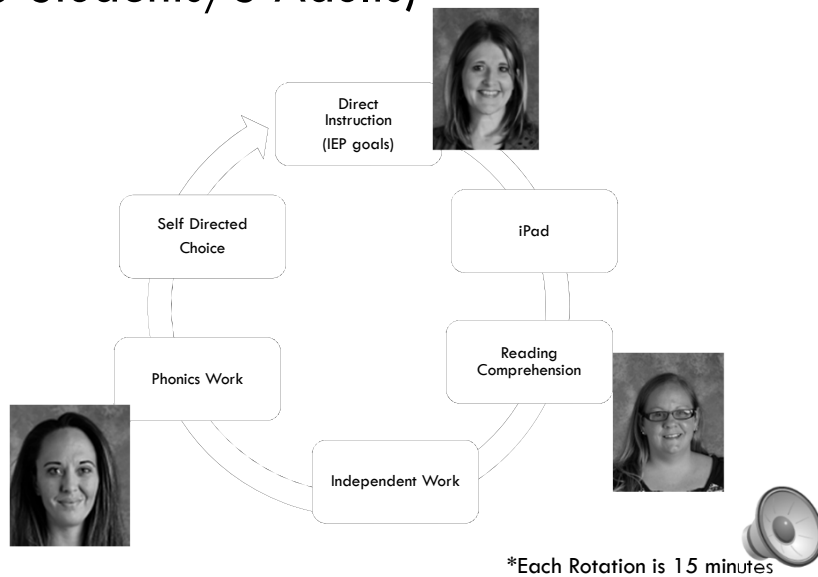
Direct Verbal

Indirect Verbal

Natural Teacher Cue



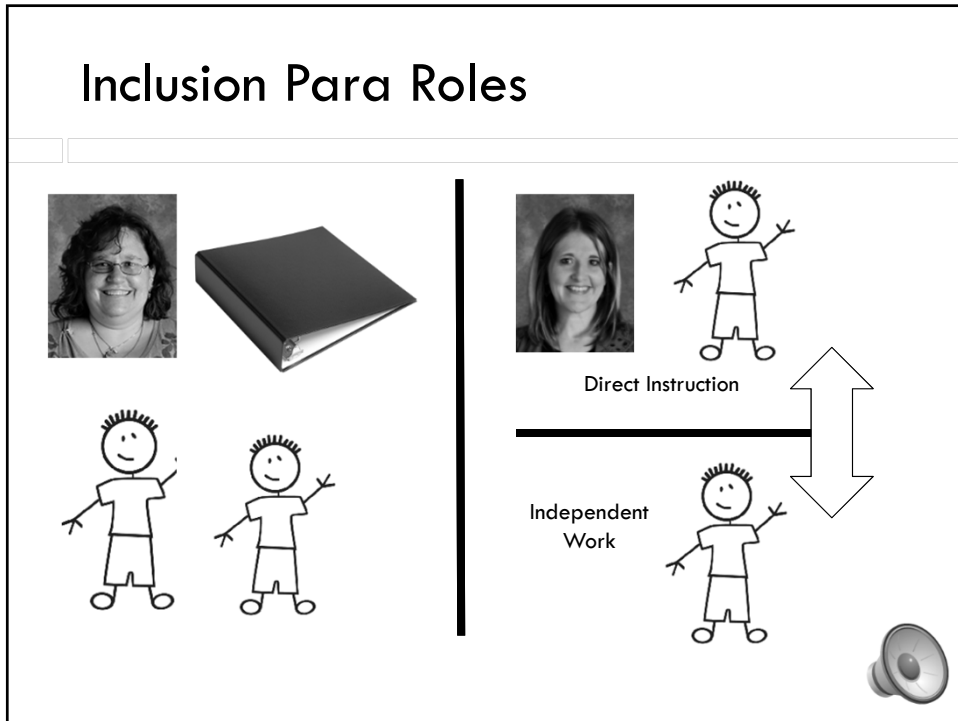
Learning Rotation Roles (10 Students/3 Adults)



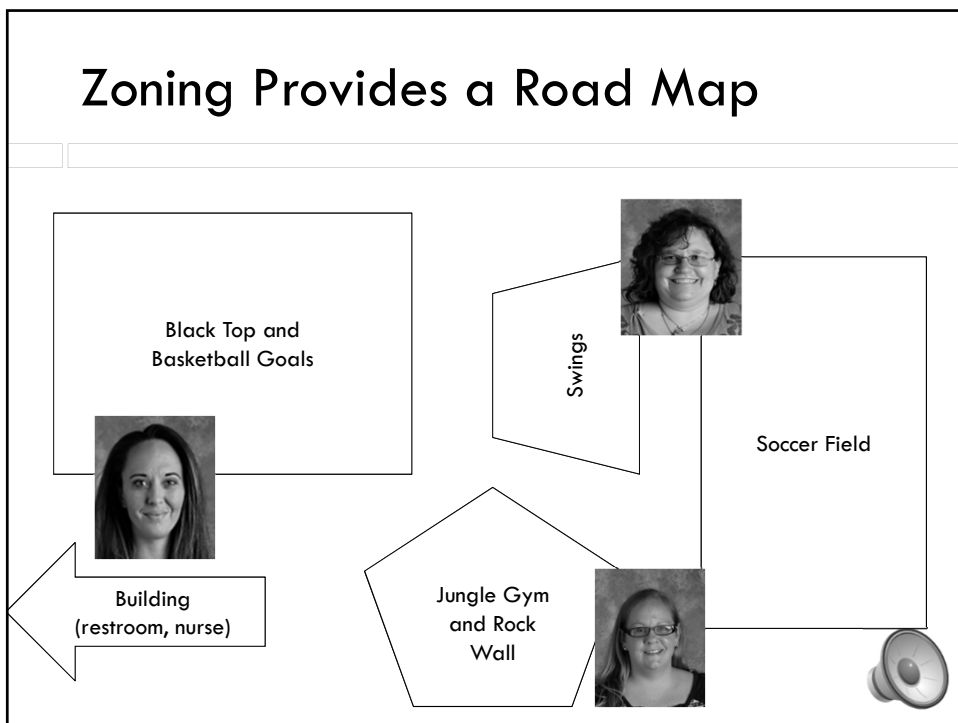
Organization Steers the Classroom



Inclusion Para Roles



Zoning Provides a Road Map



Expectation for Down Time




Communication is the Engine That Creates Forward Motion!



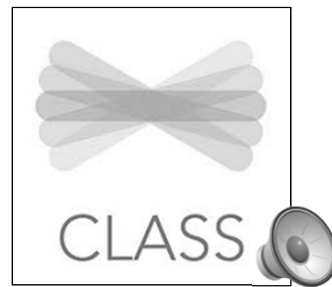


The single biggest
problem with
communication is the
illusion
that it has taken place.

-George Bernard Shaw



Timely Communication



Make sure your team shares the same message, at the level they are supposed to.



Caution

- Paras can become too comfortable with students sharing their opinion with staff, and parents



JOEY NOTICED A MYSTERIOUS FORCE FIELD AROUND HIS ASSISTANT THAT CHILDREN COULD NOT BREAK THROUGH.



Take a Proactive Team Approach

- Problem solve and troubleshoot as a team
- Guide, coach and give feedback
- Model respect
- Listen and empathize with staff and families
- Drive instruction with data not emotions
- Encourage, praise, and celebrate as a team
- Laugh and cry together 😊



Use Videos and Para Notes:



Model, Model, Model!



It takes a typically developing child anywhere from 12 to 14 months to say their first words, it could take our students with significant communication delays many months of exposure and modeling before they every sign or communicate with the low or high tech device that they have been given!



Team Meetings: Together We Can Do More!

| S.T.A.R. Teacher Meeting | | Date: _____ | | |
|--|--------------------------|-------------|----------------------|------------------|
| What is working? | It is working because... | | | |
| What needs tweaked? | How can we tweak it? | | | |
| Action Step: Task to be Completed/Strategy Implemented | Person(s) Responsible | Resources | Date to be Completed | Follow Up Person |
| | | | | |

Date to Be Reviewed: _____



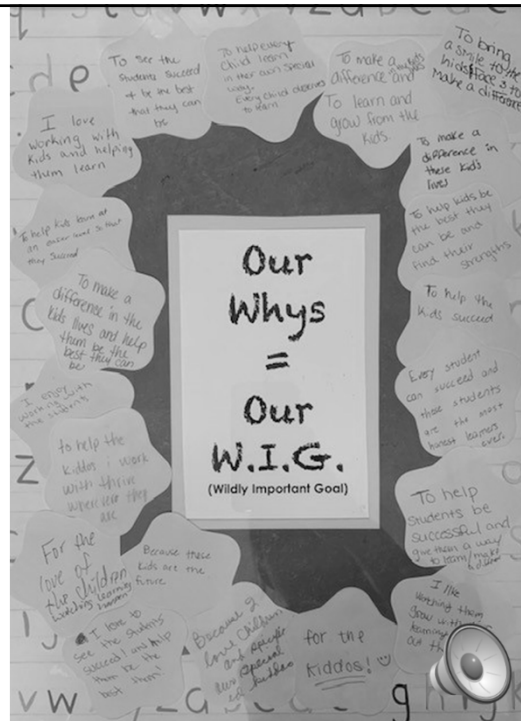
Be the Leader!

- Set the tone
- Be organized, so you can be present, and calm around students and paras
- You are the fuel that makes the engine run!
- Know your why



Student First Approach

The Four Disciplines of Execution

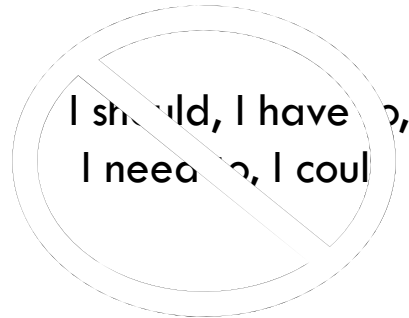


Those Who Feel Appreciated
and Effective will Always
Do More than Expected,
Especially when they Know
**THEY ARE MAKING A
DIFFERENCE!**



Do the next best thing. . .

- I am going to. . .



-Courtesy of Conscious Discipline



References:

- A Guide to Co-Teaching with Paraprofessionals by Nevin, Villa, and Thousand
- Behavior Support Strategies for Education Paraprofessionals by Will Henson
- Conscious Discipline by Dr. Becky Bailey
- The Four Disciplines of Execution by Covey, Huling and McChesney
- Engagement of Every Child in the Preschool Classroom by McWilliam and Casey
- How to Be a Para Pro by Diane Twachtman-Cullen
- Managing the Effectiveness of Paraprofessionals Who Work with Students with Special Needs by Janet Hull and Susan Fitzell Bureau of Education and Research
- Paraprofessionals and Teachers Working Together by Susan Fitzell
- TEACCH Autism Program, The University of North Carolina

