

Expectations in the Classroom

Presented by: Toni Shelby

Quick Review of Last Session

Parts of the IEP paras should absolutely know:

- Goals
- Behavior Plans
- Health Needs
- Accommodations

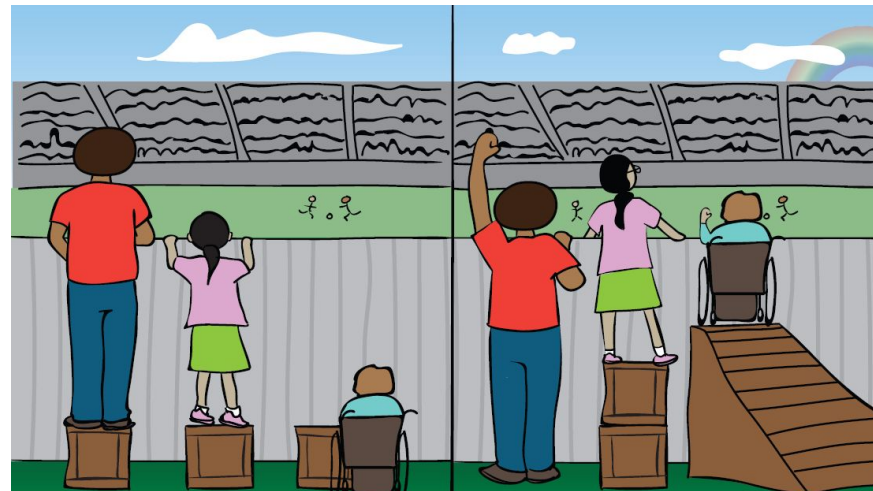
Accommodations vs. Modifications

Accommodations:

These are meant to give access to the general education curriculum.

Modifications:

This changes the expectation and standard of what the student is learning.



Session 2 Recap Assessment

Please use this QR Code, or the link in the chat to access the assessment for this session.

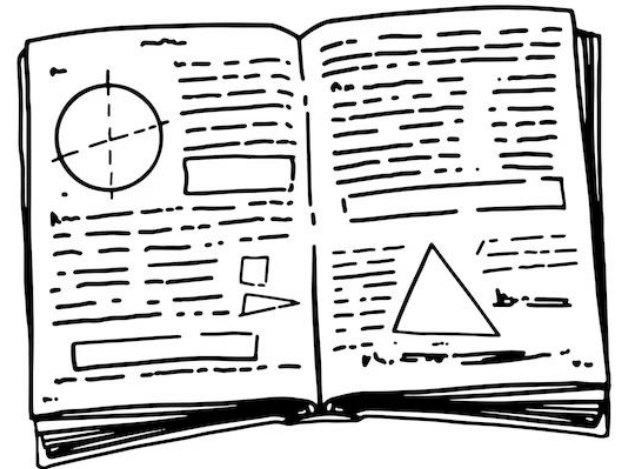
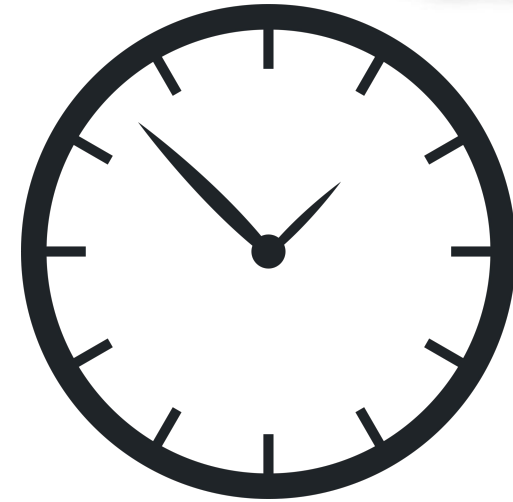
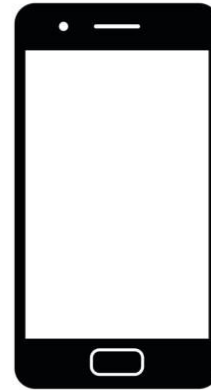


Share - Out

In the chat, write a very short sentence that captures one of the biggest struggles of your work in the classroom.

Common Answers

- Behavior
- Time
- Communication
- Content



Solving the Communication Problem

A good way to start at the root and solve a lot of other problems is to work on fixing our communication gaps.

Collective Teacher Efficacy is the number one indicator of student success. *

*Donohoo, Hattie, Eells 2018

Miscommunication: How it Happens

- Clarifying roles
- Unknown expectations
- Problems with Comprehension
- Uninterested in topic or thinking they don't need to be apart of that topic
- Personality differences
- Attitude
- Lack of presence

Communicate openly and effectively

- Be transparent
- Be patient - avoid jumping to conclusions
- Over communicate
- Actively listen
- Break down silos
- Be authentic
- Approach with Positivity
- Address conflict quickly

Roles Unique To Paraprofessionals

- Familiarity with students
- Interactions with multiple teachers
- Observations across settings
- Opposing Roles with the Teacher?

Collaborating with Students and Families

- Keep things professional
- Maintaining relationships with students and families is different than friendship
 - If you have a friendly relationship with some families, just remember to separate work and home life.
- Separate your personal feelings from your work
- Be an advocate for families but don't step on other peoples' toes
- Pass along any information shared with you
- Respect our students

Questions?

Brief Break

Collaboration with Special Education Teacher

- Addressing student classroom needs
 - What has worked, is working, not working
- Data collection methods
 - Specific data to be shared with the Special Education Teacher
- Assessments
- Accommodations/Modifications
 - What has worked, is working, not working
- IEP goals and objectives
 - Input on progress in curriculum and goals/services
- Planning
- Problem solve issues
- Co-teaching

Quarter Check-In with Special Education Teacher

- ❑ Data Collection
 - ❑ Easy (or at least able to be done)
 - ❑ Effective
- ❑ Any changes to IEPs since the beginning of the year?
- ❑ Students are getting accommodations they need
- ❑ Difficult Part of the Schedule?
- ❑ Students are getting the support they need
- ❑ Things I am confident and feel good about: _____
- ❑ Things I still have questions about: _____
- ❑ Next check-in time: _____

Creative Solutions for Time

- Shared Duty Time
- Therapy Schedule
- Shared Cloud Doc
- Shared notebook
- One Man Down Schedule - does this exist?

Communication Liaison

Have you ever considered yourself an interpreter? There are many instances you may be relaying information amongst people and you may have to help deliver a clear message:

- Teacher to teacher
- Teacher to special education teacher
- Teacher to student

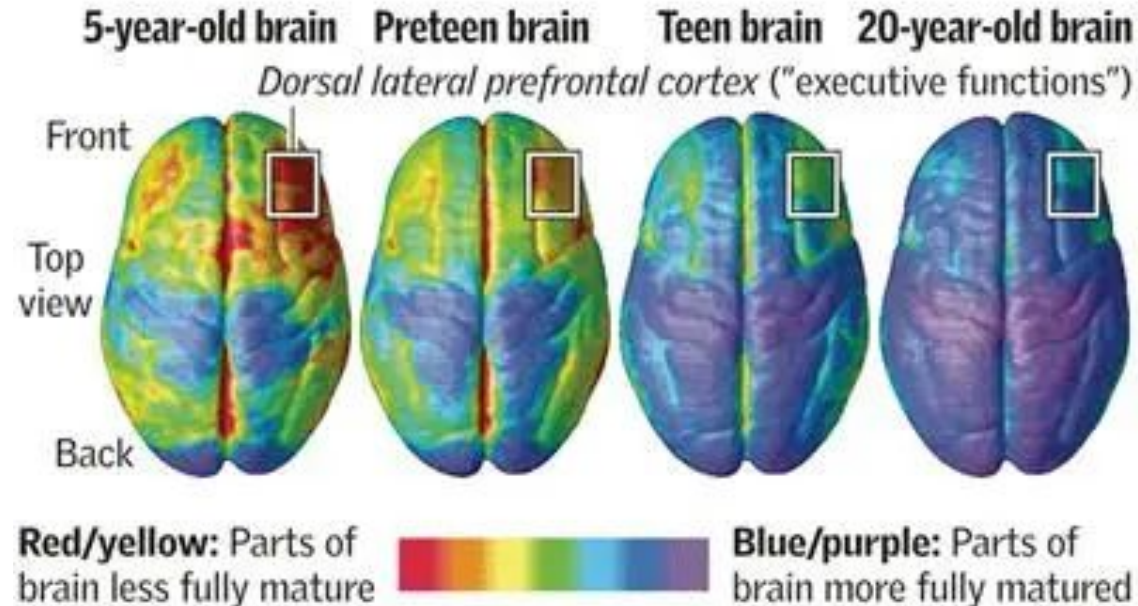
Collaboration with General Education Teacher

- Assist students with lesson and assessments
- Assist teacher with accommodations/modification
- Collect data for student goals/objectives
- Communicate to the case manager on what is happening in that class
- Assist in classroom rules and policies
- Communicate with the teacher about expectations and roles within the class

Executive Functioning and Universal Support



Judgment last to develop

The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:



Sources: National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

Thomas McKay | The Denver Post

Planning 	Organization 	Self-Control 
Task Initiation 	Executive Functioning Skills <small>www.thepathway2success.com</small>	
Time Management 	Metacognition 	Working Memory 
Attention 	Flexibility 	Perseverance 

Clipart by Kate Hadfield

These are executive functioning skills
 Most students with disabilities experience some kind of deficit in executive functioning.

Strategies to Support Executive Functioning

- Planner - but don't just hand it to them
- Model self-talk through planning
- Clearly explain the expectations
- Use concrete language
- Create checklists

Data Collection Do's and Don'ts

Take clear and concise notes

Write down concrete numbers

Be factual

When taking anecdotal data - write down only things that can be proven.

Anecdotal Examples

POOR Example

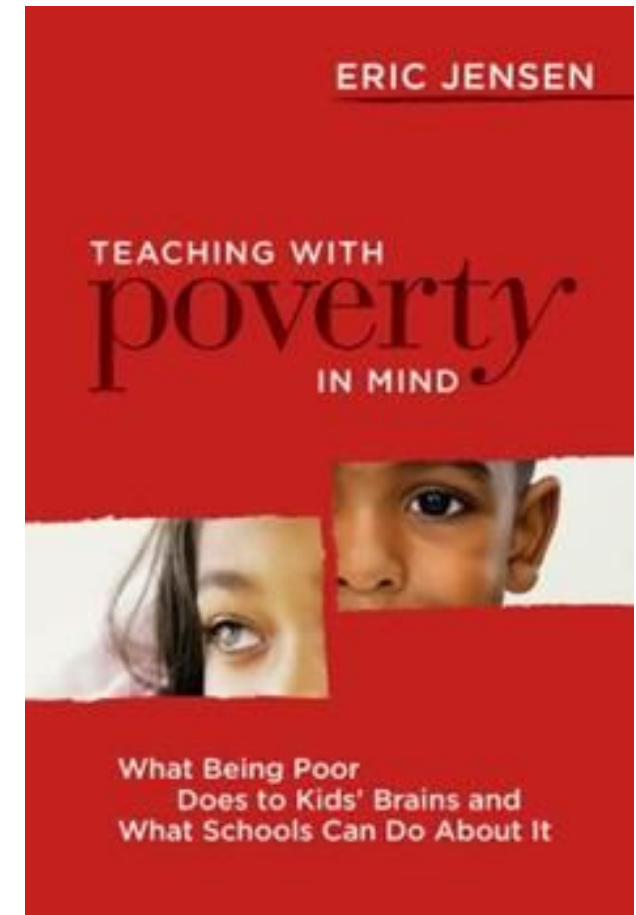
Tommy had a bad attitude today and threw a temper tantrum. He was rude and when I told him that we were going to start working on our writing project he lost control and acted like a wild animal.

GOOD Example

Today Tommy appeared agitated when he entered the classroom, I said hello and he didn't respond. When his classmates said hello to him he wouldn't respond to them either and sat down with his arms crossed. When I announced we were going to start our writing project he stood up from his desk which knocked his chair down and he threw his notebook.

Resources

- The Power of Collective Efficacy - https://educacion.udd.cl/files/2021/01/The-Power-of-Collective-Efficacy_Hattie.pdf
- <https://autismclassroomresources.com/10-ways-to-create-time-and-make-the-most-of-your-collaboration-with-paraprofessionals/>



Contact Information

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Next Session

November 15 at 3:30PM

Zoom:

<https://zoom.us/meeting/register/tJEsdumoqTMrHNI6rplA3186K8MXxIn2IFXG>