Paraprofessional Training
Fall, 2009

Presented by
Dr. Winona Anderson
South Central RPDC
Today’s Topics

Working with Students
Differentiated Instruction
Getting Kids Interested in Reading
Accommodations and Modifications
Student Behavior
Stress in Our Lives
Stress Management in Our Lives
Team Work
Paraprofessionals Working with Students

Differentiated Instructional Strategies are Necessary
Paraprofessionals in the classroom are beneficial

- Students with disabilities are included more
- Students’ instruction can be differentiated
What is Differentiated Instruction?

- Is it a new program? . . . a new process? . . . a teaching philosophy?
Why would I ask these questions when discussing differentiated instruction?

What do you think?
What do we bring to the group?

- People have different experiences they bring to any group
- We all have commonalities and differences
Brain research confirms:

- No two children are alike.
- No two children learn in the same identical way.
- An enriched environment for one student is not necessarily enriched for another.
- In the classroom, children should be taught to think for themselves.

Marian Diamonds: Professor of Neuroanatomy at Berkeley
What is Differentiated Instruction? (A Very Short Definition)

- DI is a teaching philosophy in which teachers match their instruction to the different needs of learners in a given classroom.
- “Teaching to the middle” doesn’t teach *ALL*
- DI is for *ALL* students in the classroom
Differentiated Instruction...

- Gives a variety of options to teach targeted standards.
- Meets learners where they are and offers challenging, appropriate options for them in order to achieve success.

Gregory and Chapman, 2001
In a Differentiated Classroom—

- The teacher/para knows his/her students and builds relationships with them
- The teacher/para develops an environment that is emotionally safe and conducive to learning
- The teacher/para uses instructional strategies that help students understand, reflect, and utilize knowledge
- The teacher/para is the link between the learners and the curriculum
Instructional Strategies

- Follow the teacher’s lead
- Facilitate and fade: “Aid and fade”
- Use wait time—allow students time to do the task before “jumping in”
Use “People First” Language

- The student is a person first: the disability is a part of them, but not who they are
- Address them as, “a student who has a disability,” rather than “the disabled student” or “the handicapped student”

See handout
“People First” Language

Say
- Child with autism
- A person who has...
- Uses a wheelchair
- Student with a disability

Instead of
- Autistic child
- Afflicted or suffers from
- Confined to a wheelchair
- The disabled child or the handicapped student
Confidentiality

- All personally identifiable information, written or verbal, is confidential.
- Special education records are confidential.
- Parental consent must be obtained before sharing personally identifiable information.
- Discussing a special education student with persons outside of school is illegal.
Suspected Child Abuse or Neglect

- You are a “mandated reporter”
- Discuss your concerns with teacher
- Document that you have discussed your concerns with teacher
- We must report if we have “suspected abuse”—school staff do not investigate
- Follow procedure

A safe child is more important than an angry parent.
You are part of a team; you are not alone

- Providing special education services takes all of the team members:
  - Parents
  - Regular classroom teacher
  - Special education teacher
  - Specialists
  - Paraprofessionals
  - Administrators
Reading Strategies and Games

Adapted from presentations by Dr. Erica Lembke and Dr. Deborah Glaser
Do these statistics surprise you?

- According to the United States Department of Labor “more than 25% of the United State’s adult population cannot read or write”.

- Approximately 40% of 4th graders do not read well enough to perform at grade-level. (Lyon & Alexander, 1996)

- 33% of 4th graders from college-educated families nation-wide are poor readers. (NAEP 1995, 2000)
Poor readers at the end of first grade...

Poor readers at the end of first grade are at very significant risk for long term academic difficulty.

- 88% probability of being a poor reader in fourth grade if you were a poor reader in the first grade. (Juel, 1988)
- 87% probability of remaining an average reader in fourth grade, if you were an average reader in the first grade.
Research Findings Focus on Five Critical Areas of Literacy Instruction

- Phonemic Awareness—ability to hear and manipulate individual sounds in oral language
- Phonics—understanding and connecting letters of written language with sounds of oral language
- Fluency—reading text accurately and quickly
- Vocabulary—oral or reading language needed for effective communication
- Text Comprehension—purposeful and active strategies for understanding written language

(National Reading Panel, 2000)
Phonemic Awareness

- Phonemic awareness: the ability to hear, identify, and manipulate individual sounds in spoken words; appears critical for reading and spelling development

- Various dimensions of phonemic awareness: phoneme isolation, identity, categorization, blending, segmentation, deletion, addition, substitution
Teaching Phonemic Awareness: Rhyming Games and Fun

- What ever happened to nursery rhymes?

- Play rhyming games such as:
  “I’m thinking of a word that rhymes with ‘old’ that is the opposite of hot.”
• Systematic and Explicit Phonics instruction significantly improves young children‘s decoding, spelling, and reading comprehension and older students‘ word reading and oral text reading skills.
  • Systematic: logical sequence and careful selection of letter-sounds for instruction
  • Explicit: precise directions for teachers or careful wording to emphasize accurate models for students and to make letter-sound relationships conspicuous
How to Teach Phonics

- Most reading lessons teach phonics skills from the “bottom up.” The lesson begins with the phonics elements and builds to a syllable or word. For example, to teach the digraph *sh*, the sound /sh/ is introduced.

- The grapheme is presented, then single words with *sh* are provided for practice. The words are presented in sentences, then paragraphs.

- This provides students with teacher support during the initial stages of learning a new concept and the gradual ascent to independent reading. It also gives students ample opportunity to practice the new skill.
Why Is Phonics Instruction So Challenging for Many Teachers?

- The English alphabet contains 26 letters but we use roughly 44 phonemes. These sounds are represented by as many as 250 different spellings (e.g., /f/ as in ph, f, gh, ff).
Potential sequence for introducing letters

- a, m, t, s, S, i, f, d, r, o, O, g, l, h, u, U, c, C, b, n, k, K, v, V, e, w, W, j, p, P, y, Y, T, L, M, F, D, I, N, A, R, E, H, G, B, x, X, q, z, Z, J Q
Phonics Games

- With moveable letters, ask the students: “how many words can you make that ends with ‘at’?”
- Let the students make as many as they can
Other Phonics Activities?

- Florida Center on Reading Research
  [www.fcrr.org](http://www.fcrr.org)
- Click on Empowering Teachers
- Click on Instructional Resources

See handout
Fluency

- Oral reading fluency is the ability to read with accuracy, and with an appropriate rate, expression, and phrasing.

- Fluency is important because it provides a bridge between word recognition and comprehension.
Why is Fluency so Important?

● Increased fluency leads to:
  • More reading.
  • More vocabulary.
  • Stronger comprehension.

● Lack of Fluency leads to:
  • Less reading.
  • Smaller vocabulary.
  • Limited comprehension.
Practice, practice, practice

- Repeated and monitored oral reading improves reading fluency and overall reading achievement
Activities from *Put Reading First*

- Partner reading
- Student-adult reading
  - Model fluent reading. Have students reread text themselves. Read aloud daily.
  - Students should read aloud repeatedly with guidance.
  - Use text at independent level (approx. 95% accuracy).
  - Discuss reading with expression
- Choral reading
- Tape-assisted reading
So. . . How Is Your Reading Fluency?

- Primer Reader Handout
Vocabulary

- Many words are learned indirectly through everyday experiences with oral and written language (e.g., conversations, listening to others read, reading independently).
- However, some vocabulary must be taught directly through specific word instruction or through word-learning strategies.
Vocabulary

- Teach students how to use context as a clue
  - Definition/explanation clues
  - Restatement/synonym clues
  - Contrast/antonym clues
Choosing Words to Teach

Tier 1: **Everyday Words** - these are easy words and generally are already known by most students.

Tier 2: **Extended Words** – the most useful words – these are words for which students have a concept and simpler vocabulary to define the word.

Tier 3: **Expert Words** – they are necessary for the story but may not come up often in conversation and other stories.
Keep a Vocabulary Journal

- Instruct students to say and write the new word.
- Lead discussion:
  - Provide a definition of the word as used in the written context.
  - Instruct students to use the word in sentences that tell about their own experiences.
- Students: write a definition, draw a picture, create a vocabulary circle, or word chain to help them remember their new words!
Vocabulary

- Turn vocabulary study into a word hunt
  - Word collection—words students don't like, don't understand, think sound funny, or think look funny (hors d'oeuvre???)
    - Write them on a bookmark and spend 10-15 minutes on them every 7 or 10 days
  - Words across contexts
    - What would the word (insert word) mean to
      a. Give one example
      b. Give a second example
Words across contexts example

- What would the word “jersey” mean to:
  - a. A dairy farmer?
  - b. Someone from New England?
  - c. A football player?
  - d. A seamstress?

- You try using the word surf
Vocabulary, cont.

- Use graphic organizers
  - Help dependent readers organize information and see relationships that they might not have otherwise

- Use picture cues to remember words
  - Draw a symbol or picture to represent the word

- Ask the right question—ask specific questions to help inform your instruction to discover if the student:
  - Has heard or used the word?
  - Knows how to use the word?
  - Knows what words he/she doesn't understand while reading?
Dictionary Fun

- Make a list of clues the student may find in a dictionary, such as . . .
  - Find a picture of an animal that begins with the letters “ze”
  - On page 576, find a word that means ugly
  - Find a word that begins with “gho” that is another word for a phantom in which the letter “h” is silent
“Buddy Talk Activity”

- Teachers prompt students to use their new words.
- Students use their new words in conversations with each other connecting it to their own experience.
- Students can write “notes” back and forth in written conversation.
- Email with para, teacher, or friend.
It takes multiple repetitions and exposures to words to develop word knowledge and ultimately word ownership.

Teachers can use key words intentionally during instruction and throughout the day, to deepen word learning.

It may take 12 repetitions for a student to own a word.
Comprehension

- . . . is the reason for reading!
- Comprehension is both purposeful and active. Good readers have a purpose for reading, and they think actively about what they are reading as they are doing it
Comprehension Discussion

- Comprehension has to do with *meaning* – Deriving meaning from what we *hear* and *read*.
- Comprehension depends on:
  - Understanding the vocabulary.
  - Connecting the context with background knowledge and previous learning.
  - Possessing adequate language skills.
  - Interpretation of difficult text.
Comprehension Discussion

Comprehension is not an easy skill to teach, even for seasoned and master level teachers!

What level of accuracy is necessary for comprehension?
What percent of words does a person need to comprehend a passage?

- What would you guess?
- Accuracy? Consensus in reading research for accuracy expectation:
  98% for adolescents
  95-98% for younger readers
How to Teach It: Comprehension

• 3 comprehension strategies to learn:
  • Predict
  • Apply background knowledge (previous experience)
  • Retell

• Use these strategies before – during – after reading.
Predict

- “Tell me what you think will happen in this story.”

- “What do you think will happen next?”
Retell

- “Tell me about what you just read.”
- “Tell me two things you learned from your reading.”
Prompts
Before? During? or After?

- Tell me what you think will happen in this story.
- What do you think will happen next?
- Tell me what you know about ______.
- Has this ever happened to you?
- Tell me all about what you just read.
- Tell me two things you learned from your reading.
Apply Background Knowledge

- “Tell me what you know about ______(fill in the blank with something from the reading selection).

- “Has this ever happened to you?” Or, “Do you know anyone who did this?”

- Hook in to previous learning!
Key Point!

- The simple questions and prompts that tutors use send a message to students:
  - When we read, we read to learn something!
  - It is important to read for meaning and to remember!
Behavior Management

Why do Students Misbehave?
Have you ever said:

- I’ve tried everything!
- He could be better if he wanted to.
- He needs to be somewhere else.
- He comes to school that way.
- He just needs a good spanking.
- Nothing Works!
- It’s his home.
Functional Analysis of Behavior
ABCs of Behavior
The basis of functional assessment is the acceptance that all behavior is a form of communication and all behavior serves a purpose.
The process of identifying what is causing or maintaining behavior is called the ABCs of Behavior.
ABC’s of Behavior

- **Antecedent**: What happens just before a problem behavior occurs. Time of day, who is present, during what event/subject/task.
  - Setting events: happen further away in time but still contribute to the problem behavior: Lack of sleep, hunger, medication.

- **Behavior**: What the student does that is observable. Written in concrete terms

- **Consequences**: What typically happens after the behavior occurs. Indicates what maintains the behavior.
By looking at what occurs as a result of the behavior you are able to make an hypothesis about what is maintaining the behavior or what function is the behavior serving for the student.
Function of Behavior

- What is the student *getting* or *avoiding* when they engage in a specific behavior?
Typical Functions of behavior

- Attention: peer attention, adult attention
- Escape: get out of an activity or away from other students/staff.
- Sensory stimulation-self reinforcing behaviors such as thumb sucking
- Access to materials or activities-something tangible the student wants.
<table>
<thead>
<tr>
<th>Function of Behavior</th>
<th>Strategy/Support</th>
</tr>
</thead>
</table>
| Get Adult Attention       | • Increase rate of positive to negative responses  
                              • Increase opportunities to respond                                             |
| Get Peer Attention        | Earn time with peers as incentive                                               |
| Avoid Adult Attention     | • Teach student to politely ask to be left alone  
                              • Give access to a “cool down” pass and location                              |
| Avoid Peer Attention      | • Teach Social Skills:  
                              • When someone bothers you:  
                              • Say “Please Stop”  
                              • Ignore It  
                              • Get help from an adult                                                      |
| Avoid Work                | • Modify task or assignment  
                              • Offer choices                                                                 |
Situation #1
When the supervising teacher gives Joe a math assignment, he begins to get extremely disruptive, causing the supervising teacher to tell him to go stand in the hallway.
Antecedents

- What are the antecedents? What happens *right before* Joe’s behavior?
Answer: Supervising teacher gives him a math assignment.
ABCs

Math assignment
Behavior

- What behavior is the result of the supervising teacher giving Joe a math assignment?
Answer: Disruptive behavior. He argues and curses.
ABCs

- A
  Math Assignment

- B
  Curses and Argues
Consequence

- What is the consequence for Joe engaging in disruptive behavior?
Answer: He is removed to the hallway.
## ABCs

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Assignment</td>
<td><em>Curses and Argues</em></td>
<td><em>removed</em></td>
</tr>
</tbody>
</table>
What do we know?

- What do we know about *when* Joe curses?
  - He curses *when* given math assignments.

- What is Joe *getting* or *avoiding* by cursing?
  - Being removed to the hallway is allowing him to *avoid* the math assignment.
Did Joe get what he wanted?
If Joe got what he wanted....

- Was that the supervising teacher’s intent?
- Is it possible that the supervising teacher saw removing him as a negative or punishing consequence?
- Will Joe’s cursing behavior decrease under these conditions?
For Joe the act of being sent out into the hallway is a reward...

How do we know?...Joe’s behavior doesn’t decrease (which is the effect of punishment) but will increase or stay the same (which is the result of reinforcement).
Situation #2

- Peter wants peer approval. When he smarts off to his supervising teachers, his peers laugh and later tell him how great he is. His supervising teacher asks him to open his book, Peter smarts off. His peers laugh and look approvingly at him. The supervising teacher gives him lunchtime detention. Peter serves his time in lunchtime detention willingly.
Situation 2

What are the ABCs of Situation 2?

A                      B                     C
(Antecedent)    (Behavior)    (Consequence)
What is the antecedent?
What predicts when the behavior is most likely to occur?
What is the behavior that we can observe?
Consequence...

What happens after the behavior occurs?
ABCs

A
Teacher requests

B
Smarts off

C
Peers laugh
give approval;
Teacher gives
detention
**Function of Behavior:**

What does Peter want to **get or avoid** when he uses this behavior?
He is trying to *get* Peer Approval.
Is he trying to *avoid* lunch detention?

How do we know?

Because his behavior is not decreasing despite being sent to detention.
Why isn’t lunch time detention stopping Peter’s behavior?
Peter’s need for peer approval is stronger than the consequence of lunch time detention.
With a partner, look at this situation

- Trisha wants supervising teacher attention. Whenever the supervising teacher gives Trisha an assignment to do she immediately puts her head down on her desk. Seeing this the supervising teacher walks over to Trisha, leans down and with great care talks to Trisha about how she knows Trisha can do the assignment if only she will try. The supervising teacher normally spends at least 2 minutes per assignment getting Trisha started.

- What are the antecedents, behavior and consequences?
Activity Situation Answers

- What is the antecedent: *supervising teacher presents a task*
- What is the behavior: *Trisha puts her head down*
- What is the consequence: *supervising teacher attention.*
What do we now know?

- Trisha’s need for attention is greater than her need for academic learning or success. Presently the only time she gets the supervising teacher’s total attention is for being helpless and not working. If the supervising teacher wants to increase the amount of work Trisha does without assistance she needs to rearrange the consequence. Trisha should get attention when she is working, not when she is not working.
Effective Behavior Managers:

- Are proactive, not reactive. They prevent problems from happening, rather than dealing with them after they happen.
- Review and practice rules and procedures throughout the year.
- Communicate behavior expectations to parents and students in writing and orally.
- Consistently maintain the behavior management system throughout the year.
- Give students choices. When appropriate, students help make the rules, the procedures and the consequences for not following the rules.
Types of Behavior Management

- **Positive reinforcement**: increases the occurrence of a behavior by adding or giving the student a pleasurable or positive item or activity.
- **Negative reinforcement**: increases the occurrence of a behavior by withdrawing or taking away an unpleasant or aversive item or activity.
- **Reinforcer**: an event that follows a behavior and increases the chances of the behavior occurring again.
Aids for Behavior Management

- **Tangible reinforcers**
  - Physical stimuli (stickers, food, toys)
- **Activity oriented reinforcers**
  - Actions, events or privileges (games)
- **Social reinforcers**
  - Physical contact, proximity, verbal statements (social behavior)
- **Token (generalized reinforcer)**
  - A stimulus that is paired with a wide variety of primary and previously conditioned reinforcers (money, coupons)
All behavior changes that result from experience = Learning
Remember: All Behaviors are communication that serve a purpose

Your job is to figure out what the student is communicating
Motivation to Learn is Important

Helping to Motivate Students
Motivational Factors

- Major factor in motivation is the ability to predict success.
- You are more motivated to attempt a task if you have reason to believe you will be successful.
Marzano’s Research: Strategies to Increase Student Engagement

- High energy
- Missing information
- Authenticity; the self-system
- Mild pressure
- Mild controversy and competition
Marzano’s Action Steps for Engagement

- Use games that focus on academic content
  - Jeopardy
  - $100,000 Pyramid
  - Family Feud

- Using inconsequential competition
  - Students compete in fun
  - Group membership is carefully selected
  - Minimal rewards can be given or not
Manage Questions and Response Rates

- Allow wait time for those who need it
  - Japanese directions pose a question, then tell students to think, then teachers asks for answers

- Response white boards or cards
- Choral responses/power learning
- Response chaining—students responding to another student’s answer
Using Physical Movement

- Stand up and stretch, walk-togethers, walk/stops
- Body representations: radius, diameter, circumference
- Give one, get one: comparing notes with a partner, note what is recorded in common, add one new piece of information
- Vote with your feet: Teacher posts three signs in room (answer is correct, incorrect, partially correct), student move to the sign that represents their perception
Use appropriate pacing

- Establish routines and procedures
- Transitions from one activity to another should have logic
Demonstrate Intensity and Enthusiasm for Content

- Don’t be boring, not theatric
- Teachers identify their reasons for viewing a topic as interesting, meaningful, and important
- Relate content to the student’s lives
Engage Students in Friendly Controversy

- Carefully select the topic to debate
- Get as many students as possible involved in the debate
- Change up sides
Make Learning Authentic to the Student

- Get to know your students’ interests
  - Let them talk about themselves
  - Relate academic content to their interests

- “In differentiated classrooms, teacher begin where students are, not the front of a curriculum guide.”

Carol Ann Tomlinson
Provide the Learners...

- Appropriate levels of challenge
- Enrichment of their learning
- Choices that enhance student involvement
- Assure they “got it”
- Affirmation, contribution, power, purpose, and challenge

- The teacher must be committed to helping the student through all learning tasks
Things to remember as we teach

- Include music, color, and movement in lesson planning.
- The person who does the talking in the classroom does the learning.
- The brain loves ritual.
- The person who writes things down or creates visuals makes the best memories.
- The brain loves novelty.
Who Needs to Change?

- “If students don’t learn the way we teach them, then we must teach them the way they learn.” (Tate, 2004).

- Sometimes the ways that students learn requires us to change the ways in which we teach!
Accommodations and Modifications

“Accommodations, Modifications, and Interventions...What’s the Difference?” Handout
Modifications vs Accommodations

- Modifications change the intent of the assignment
- Accommodations level the playing field allowing the student to do the same assignment as peers, with support
Accommodations

- Give support but do not change the curriculum
- All students can benefit from accommodations
- All students need accommodations from time to time
Examples of Accommodations

- Test taken orally
- Large print textbook
- Additional time to take a test
- A locker with an adapted lock
- Lab sheet with highlighted directions
- Graph paper to assist in organizing and aligning math problems
- Use of computer for writing
- Increase visual prompting of student
- Provide preferential seating
- Provide earphones for students to reduce auditory distractions as appropriate
- Provide more physical work space
- Scribing
Modifications

- Changing, lowering, or reducing learning or assessment expectations
- May result in implications that could adversely affect a student throughout that individual’s educational career
- Examples include
  - Requiring a student to learn less material
  - Revising assignments or tests to make them easier
Remember... 

- Modifications *change* the curriculum
- Modifications restrict students from learning material necessary to pass end of course tests
- Modifications must match IEP goals
Examples of Modifications

- Lessen the level of the assignment
- Word bank of choices for answers to test questions
- Questions re-worded using simpler language
- Alternative books or materials on the same subject
- Assign a project instead of a test
How do I know how to adapt?

- Step 1: Identify the student’s strengths
- Step 2: Identify the student’s challenges
- Step 3: Identify the best way to adapt the instructional material

- See handout
Accommodation and modification summary

- Accommodations and modifications must be individualized for each student and for their special needs.
- Practice helps.
- Be creative.
- Learn from other teachers’ examples.
- Collaborate daily with the special ed teacher.
An aide should act like a ghost

- Give lots of help and then gradually back off as the student is able to do more on his/her own
- “Aide and fade”
Stress and Burnout on the Job

Recognizing and Managing Stress
What is Stress?

- Stress is your mind and body’s response or reaction to a real or imagined demand, threat, event, or change.
- The threat, event or change are commonly called stressors. Stressors can be internal (thoughts, beliefs, attitudes) or external (loss, tragedy, change).
What happens when you are stressed?
Lungs – rapid breathing
Heart rate increases
Digestive system & Immune system stops
Capillaries close, blood pressure goes up
Muscles tense
Blood clotting elements are released
Kidneys may need to lighten

Eyes dilate - senses keener
Hairs stand on end
Brain signals danger - reasoning may become foggy

Fight or Flight
Fight or Flight response is elicited.

- Pre-wired response
- Muscular tension all over your body producing tension headaches, sore neck and shoulders, acid stomach, difficulty sleeping
- Adrenaline pumped into system: heart rate increases, rushing blood to vital organs and pumping adrenaline--Allows us the extra strength and energy to fight or flee
- Takes 27 minutes for adrenaline to leave the bloodstream
Emotions are faster than thoughts

- What happens when you think you see a snake?
- Feel fear first, then think
Is all stress bad?

- Moderate levels of stress may actually improve performance and efficiency
- Too little stress may result in boredom
- Too much stress may cause an unproductive anxiety level
Symptoms of Too Much Tension

- Racing heart
- Headaches, including migraines
- Persistent neck, jaw, shoulder, or back tension
- General irritability
- Racing thoughts or inability to concentrate
- Feeling weak or dizzy
- Insomnia
- Fatigue
- Digestive and bowel problems
- Loss of appetite
- Excessive or binge eating
- Difficulty making decisions
- Excessive worrying
Are You Stressed?

* Stress Survey
Stress Categories

- Working Environment
- Conflicts with Colleagues
- Students
- Time Pressures
- Responsibilities Outside of Job
- Internal Stress
Are you stressed?

Test results:

Total Overall Score:

A total of 36-72 – low level of stress
A total of 73-108 – moderate level of stress
A total of 109-180 - high level of stress
You can also determine the areas that causes the most stress in your life by examining each category. The sum of any score in a category that is between 9-15 indicates a moderate level of stress. Scores that range between 16-20 indicates a high level of stress.
How to control stress

Distress Relief Strategies
Calm is the opposite of fight-flight

- Calm is the antidote
- Must train ourselves to relax in response to the cues that normally trigger fight-flight
  - Take a relaxing breath, hold it, let it out
  - Slow down, become quiet, clear your mind
Get Physical

- Relax neck and shoulders
- Take a stretch
- Get a massage
- Exercise
- Get adequate sleep
- Body relaxation exercises
Get Mental

- Count to 10
- Control your thoughts
  - Dwell on positive thoughts
  - Provide self-efficacious statements
- Talk to a counselor
Get Spiritual

- Pray
- Meditate
- Remember your purpose
Use Your Body and Mind Together

- Take a break
- Try relaxation techniques
- Laugh
- Remember the positive
Develop New Skills

- Prioritize daily tasks
- Learn something new
- Practice a hobby
Other helpful hints

- Change your perceptions and expectations
- Break jobs/tasks into manageable parts
- Set reasonable/realistic goals
- Avoid procrastination
- Set boundaries
- Don’t compromise your values/beliefs
- Schedule “me” time
Circle of Friends

- Communicate and interact with others
- Circle of support activity

1. Yourself
2. Closest to you
3. Important Friends
4. Acquaintances
5. Paid helpers/others
Benefits of Stress Management

- Physical health gets better
  - More energy and stamina
- Emotions stabilize
  - Positive attitude
  - Hopeful/happier
- Ability to focus improves
  - Able to learn and achieve
Time Management Tips

- Learn to say ‘No’.
- Focus on one thing at a time.
- Concentrate – minimize distractions
- Delegate.
- Schedule time for fun.
Stress Busters

- Deep Breathing
- Mini Vacation
- Hobbies/Self-Time
- Humor
Deep Breathing

- Inhale deeply, hold your breath for few seconds, then slowly exhale.
- Think about things you appreciate
Make time for your interests

Learn how to take a mini relaxation vacation (if only in your mind)

Work on hobbies

Which way to the beach?
Humor
If all else fails, eat candy!!*

*This is not a real stress relief tip—sorry!
However:

STRESSED

is

DESSERTS

spelled backwards.
The Paraprofessional is a Member of the Special Education Team
The purpose of a team

- A team works together to develop a plan that best meets the needs of individuals with disabilities with whom the team is working.
Characteristics of Effective Teams

- An understanding of each person’s role on the team
  - Who’s on first, who’s on second?
  - Clarifying roles prevents misunderstanding and problems
- Communication is essential to ensure a successful program
- Encouragement from/for each other is vital
Roles and Responsibilities

- You are a team member
- Teacher is the coach
- Your role is to support the teacher to meet the students’ needs
- Teacher provides direction and planning
Conflict with Colleagues

The main sources of Stress is:

- Problems in Perceptions
- Problems in Communication
Inattentional Blindness

We only perceive what we pay attention to.

Our perception drives our reality

What is your perception?
Communication is essential

- To be effective, it must be clear
A paraprofessional and a teacher... Must work together like
- A “right-hand man”
- A “hand in a glove”
- Like parts of a whole
Final Thoughts

Just a few more slides...
Staying Healthy

- Take care of yourself
- Eat right and get lots of rest
- Deal with your feelings openly and diplomatically
- Don’t come to work sick
- Wash your hands, wash your hands, wash your hands...
Protect yourself

- Don’t step between two kids who are fighting—get help
- Don’t lift people or objects unless you talk to the nurse first and know what you are doing
- Glove up!
- Keep information about students confidential
Independent Student Functioning

- The job of the educator is to teach a student to be an caring, independent, contributing member of society
- Our job is to make ourselves obsolete
Always work to facilitate student independence
Students Don’t Care How Much You Know. . .

. . . Until they know you care!