

## LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

### **SPECIAL NOTE:**

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

### **TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):**

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

<b><u>COURSE NUMBER:</u></b>	PARA 121
<b><u>COURSE TITLE:</u></b>	PARAEDUCATOR II
<b><u>SEMESTER CREDIT HOURS:</u></b>	1
<b><u>DEPARTMENT:</u></b>	Paraprofessional and Developmental Disabilities
<b><u>DIVISION:</u></b>	Workforce Education/Community Service
<b><u>PREREQUISITES:</u></b>	Paraeducator I Employed by school district or interlocal

### **COURSE DESCRIPTION:**

This one credit-hour course is divided into fourteen topical areas: Assertive Communication Skills, Classroom Instructional Arrangements, Taking Instructional or Behavioral Data, Supporting Reading Instruction, Supporting Writing Instruction, Supporting Mathematics Instruction, Supporting Organizational Skill Development, Providing Personal and Physical Support for Students with Physical Disabilities, Implementing and Monitoring Behavior Intervention Plans, Providing Positive Behavioral Supports for Individual Students, General Understanding of English Language Learners, Avoiding Common Pitfalls When Working with English Language Learners, Fostering a Positive and Productive Classroom Environment, and Strategies and Techniques for Helping ELL Students Succeed.

### **COURSE OUTCOMES AND COMPETENCIES:**

**Students who successfully complete this course will be able to:**

1. Realize the impact and importance of their roles and responsibilities as paraeducators.
  - Demonstrate an understanding of assertive communication skills
  - Demonstrate an understanding of the ground rules for communicating;
  - Demonstrate an understanding of the best times for communication.

2. Become familiar with the various options for paraeducators related to instructional arrangements for supporting students

- Identify the strategies for utilizing instructional arrangement options within the classroom;
- Identify the skills a paraeducator may offer to the variety of instructional arrangements available for supporting students.

3. Demonstrate an understanding of the purpose of data collection

- Learn various methods for collecting instructional data;
- Learn various methods for collecting behavioral data;
- Demonstrate an understanding of how to be an effective data collector.

4. Demonstrate an understanding of the dynamics involved in the complex activity of reading

- Learn some questions to ask regarding his/her school district's reading program;
- Demonstrate knowledge of what a balanced literacy program includes;
- Understand the sources of information and strategies that readers use to gain meaning from text;
- Recognize the stages of reading development;
- Learn some tips for making appropriate accommodations and modifications to reading instruction and activities.

5. Demonstrate a basic understanding of the writing process

- Learn fundamental points about the writing process;
- Understand the various ways of helping students with writing;
- Learn simple rules for supporting writing instruction with students;
- Learn some tips for making appropriate accommodations and modification to writing instruction and activities.

6. Demonstrate a basic understanding of the role of mathematics in today's classrooms

- Demonstrate knowledge of the role of mathematics instruction for students in the 21<sup>st</sup> century;
- Learn strategies for working with students in the area of mathematics and, in particular, problem solving;
- Understand the role that paraeducators can play in building students' positive attitudes toward mathematics;
- Learn some tips for making appropriate accommodations and modification to mathematics instruction and activities;
- Learn techniques for providing feedback to students on right versus wrong answers.

7. Demonstrate a basic understanding of the role that organizational skill development can play in assisting students to become more proficient in learning and accomplishing tasks

- Demonstrate knowledge of the role that instruction in organizational skill strategies plays in assisting students to focus on the learning process and accomplish an academic task independently;
- Be able to teach organizational strategies;
- Learn suggestions for providing feedback to students;
- Know strategies to use when working with students on teacher-pleasing behavior, understanding and completing assignments, reading textbooks, taking tests, writing paragraphs, and understanding concepts;
- Understand how to assist students in becoming proficient strategic learners.

8. Understand the personal and physical supports that may be required in order for students with physical disabilities to be successful within the educational setting

- Identify five of the most common transfer methods required throughout the school day for a physically disabled student;
- Demonstrate familiarity with the important physical healthcare issues requiring a paraeducator's direct involvement when working with physically disabled students;
- Identify at least two common types of positioning equipment and mobility equipment used by students with severe physical disabilities at school, list some reasons that proper positioning is important, and list some reasons that mobility assistive equipment is necessary;
- Identify at least two miscellaneous duties requiring physical assistance that are commonly performed by paraeducators and support staff working with disabled students;
- Identify or describe a situation in which a support staff person might inappropriately violate a disabled student's right to confidentiality and privacy.

9. Understand the purpose of a Behavior Intervention Plan

- Learn the components of a Behavior Intervention Plan;
- Learn the effective techniques for implementing a plan;
- Understand the purpose and methods for monitoring a plan.

10. Understand the purpose of positive behavioral supports

- Identify the advantages of using positive behavioral supports;
- Learn personal skills to use during difficult times;
- Learn effective change techniques to apply positive behavioral support philosophy.

11. Define the term “English Language Learner”

- Identify difficulties that an English Language Learner (ELL) may experience;
- Explain how ELL students’ native language can be helpful in learning English;
- Explain the importance of knowing about decisions made at the federal level regarding an equal and fair education for ELL students.

12. Understand ways to help ELL students experience success

- Explain how negative stereotypes can harm ELL students;
- Understand how to have reasonable expectations for ELL students;
- Identify myths regarding ELL parents.

13. Describe elements of classroom environments that are conducive to learning for ELL students

- Identify reasons for providing conducive seating arrangements and spacing within the classroom;
- Explain the importance of using the classroom environment for reinforcing concepts for ELL and all learners;
- Explain how native English speakers can benefit from seeing ELL students’ native language/s displayed around the classroom/school.

14. Identify specific strategies and techniques to use with ELL students

- Explain the importance of facilitating authentic learning experiences;
- Realize the importance of supporting learning for ELL students;
- Describe conducive elements of classroom environments that are conducive to learning for ELL students.