

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.

<u>COURSE NUMBER:</u>	PARA 127
<u>COURSE TITLE:</u>	PARAEDUCATOR VIII
<u>SEMESTER CREDIT HOURS:</u>	1
<u>DEPARTMENT:</u>	Paraprofessional and Developmental Disabilities
<u>DIVISION:</u>	Workforce Education/Community Service
<u>PREREQUISITES:</u>	Paraeducator I, II, III, IV, V, VI & VII Employed by school district or interlocal

COURSE DESCRIPTION:

This one credit-hour course is divided into fifteen topical areas: Mathematics: Properties and Integers; Student Behavior: Noncompliance and Being Out of Seat; Student Behavior: Inappropriate Language and Inappropriate Touching; Customary Systems of Measurement; Metric Systems of Measurement; Brain-Based Learning (Part I); Brain-Based Learning (Part II); Characteristics of Young Adolescents; Understanding Mental Health Disorders; Encouraging Student Response and Engagement; Student Behavior: Property Destruction and Self Injury; Life Science: Reproduction and Heredity; and Supporting Students with Traumatic Brain Injuries; Autism: Prompting Strategies; and Motivating Gifted Learners.

COURSE OUTCOMES AND COMPETENCIES:

Students who successfully complete this course will be able to:

1. Demonstrate basic understanding of mathematics

- Review basic number properties
- Review the concept of integers
- Practice adding, subtracting, multiplying, and dividing integers

2. Demonstrate basic understanding of student behavior

- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom.
- Gain information related to functional positive support strategies that address the occurrence of noncompliance and out-of-seat behaviors in the classroom.
- Gain information related to positive support strategies that address the occurrence of inappropriate language and inappropriate touching behaviors in the classroom.
- Gain information related to functional positive support strategies that address the occurrence of property destruction and self-injurious behaviors in the classroom.
- Learn about early signs of emerging adolescents.
- Examine the physical, intellectual, emotional, and social changes and characteristics of young adolescents.
- Identify positive responses to typical early adolescent behavior.
- Understand the rationale for structured engagement and participation in learning.
- Examine the difference between covert and overt behaviors.
- Discover ways to engage students in both covert and overt behaviors.
- Discuss strategies to promote active engagement in learning.
- Develop an understanding of reproduction.
- Become familiar with the processes of cell division.
- Learn how traits are passed from parent to offspring.
- Learn the importance of motivation to the achievement of gifted learners.
- Debunk myths associated with gifted learners.
- Discuss why some gifted learners perform below their ability.
- Identify strategies that will help motivate gifted learners.

3. Demonstrate basic understanding of systems of measurement

- Review customary systems of measurement.
- Understand relationships among units.
- Convert one unit to another unit within the same system.
- Practice computation with customary systems of measurement.
- Learn to convert temperatures in degrees Fahrenheit to degrees Celsius.
- Review the metric system of measurement.
- Convert from one measure to another measure within the same system.
- Understand computation with the metric system of measurement.
- Convert from metric measures to customary measures.
- Learn to convert temperatures in degrees Celsius to degrees Fahrenheit.

4. Demonstrate basic understanding of brain-based learning

- Learn basic facts about the brain.
- Understand what gives the brain energy so that learning can occur.
- Discuss the three main priorities of the brain that play a part in learning.
- Discover the kinds of learning activities that are most effective with brain-based research.

- Examine brain-based facts about how we learn that need to be taken into consideration when planning for instruction.
- Discover how brain-based learning impacts education.
- Learn twelve brain-based research facts.
- Identify effective instructional strategies based on current brain-based research.
- Learn the definition of traumatic brain injury (TBI).
- Learn how a TBI differs from a learning disability.
- Understand the variety of supports often needed for a student with TBI.
- Gain an awareness of behavioral issues and positive supports for students with traumatic brain injuries.

5. Demonstrate basic understanding of mental health disorders

- Examine the diagnostic criteria of various mental health disorders.
- Discover the significance of mental health disorders in determining special education services.

6. Demonstrate basic understanding of autism

- Examine the rationale for using prompting strategies in instruction and learning.
- Discover the varying levels of prompting.
- Understand how the prompt hierarchy can be used to promote student independence.
- Discuss the advantages and disadvantages associated with prompting.
- Learn tips and strategies for applying prompting procedures appropriately.