

DCD Messages[©]

Teacher 2 Para

Volume 14, Issue 5

MN Regions 5 & 7 Committee on DCD

January 2012

DCD Committee Members

Sponsored by MN Regions 5 & 7

For the 14th year, a representative from each of the special education agencies in Central Minnesota (Regions 5 & 7) attends a quarterly meeting regarding topical issues in the area of Developmental Cognitive Disability. Each meeting has a topic and information shared is compiled in **DCD Messages** to assist staff in the field and parents stay informed. The representatives assume the responsibility of bringing information shared at the regional meeting back to their local area staff, parents, and administrators in person and through the electronic newsletter.

YOUR COMMITTEE REPRESENTATIVES:

Benton-Stearns	Sandra Haller
Buffalo District #877	Jeanni Tregaskis/Carrie Walz
Elk River	Audra Wells
Freshwater	Corlie Carter
Little Falls	Tanya Bergman
MAWSECO	Linda Wharram
Mid-State	Scott Garman
Paul Bunyan	Robyn Hummer/Pam Stock
Regions 5 & 7 DCD	Barb Lhotka
Regions 5 & 7 RLIF	Mary Ruprecht
Rum River	Monica Carson
St Cloud	Holli Boelz / Jill Murphy
SCRED	Marleen Zak
Sherburne N Wright	Monica Lewis
West Central	Anne Hoeschen

INSIDE THIS ISSUE

- 1 DCD Committee Members: MN Regions 5 & 7
- 1 New DCD Statewide Wiki
- 2 DCD Committee Calendar
- 2 Para Skills & Confidence
- 3-7 Paraeducator Skills / Confidence Inventory

New DCD Statewide Wiki

What is a Wiki?

- A website developed collaboratively by a community of users, allowing any user to add and edit content.
- It is similar to a giant online file cabinet.
- The user group determines the content.

How do you find things on the wiki?

- Sign in to the wiki with your user name and password; go to the home page.
- Select from Sections, Menus, or Categorized Files.
- Read comments.

What is the content of the wiki?

- Your ideas and contributions!
- We have: DCD criteria, evaluation information, newsletters, curricula, iPad information, and much, much more!

Can you add things to the wiki?

- YES!
- Send a Word or PDF file to Barb Lhotka at barblhotka@embarqmail.com with the words Wiki Content in the Subject Line.
- The information will be posted for you.

How do you join the wiki?

- Send an email to Barb Lhotka at barblhotka@embarqmail.com with the words Join the Wiki in the Subject Line.
- You will receive an invitation to join.
- Follow the directions and you are in!

DCD COMMITTEE CALENDAR

September 2011—NO MEETING

October 4, 2011—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Paraprofessionals: Roles, confidentiality, monitoring para's work, working as a team.

November 15, 2011—NO MEETING—SMI Conference: **Strategies – Motivation – Implementation** for Students with SMI at the Kelly Inn, St Cloud (8:30-3:30) for all staff and parents working with students with Severe Multiple Impairments. Register at www.greater-mn-online.org for \$45.00 which includes continental breakfast, lunch, CEUs and materials from all sessions.

December 6, 2011—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Professionals: Data keeping, working collaboratively.

January 2012— NO MEETING

February 7, 2012—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Paraprofessionals: Adapting and modifying curriculum.

March 22, 2012—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Paraprofessionals: The prompting-cueing hierarchy; Planning for 2012-2013.

April 2012—NO MEETING

May 2012—NO MEETING

Information from meetings is published in the newsletter. The *DCD Messages* is distributed by the Committee members.

Barb Lhotka, Facilitator blhotka@mawseco.k12.mn.us

Parent Registration

If you would like to receive this newsletter, please email Barb Lhotka at blhotka@mawseco.k12.mn.us and include the following in your Subject line: DCD Messages. In the body of your email, please include the **age of your child** and your **preferred email**. DCD Messages tries to address all ages of our students and their needs.

Para Skills & Confidence

Rhode Island College developed an evaluation tool for the paraprofessional to judge their own skill level and or confidence in performing each of the skills in the areas of:

- Delivery of instruction
- Activity preparation / follow-up
- Supervision of groups of students
- Behavior management
- Ethics
- Team participation / membership
- Clerical work
- Other

Each area is directed by a licensed teacher, but the para is considering his or her level of comfort and skill in carrying out the task. He or she rates each skill from 1 (unprepared to do this task) to 5 (highly skilled). This rating scale can be done periodically in preparation for planning future goals and / or training.

The following pages 3-7 contain the evaluation tool from Rhode Island.



Paraeducator Skills / Confidence Inventory

Rhode Island College

DIRECTIONS FOR THE PARAEDUCATOR: Complete this form by considering your own skills and tasks/duties. Scores may range from 1 – 5. Circle 1 if you are unprepared to do the task and want/need training in order to begin. Circling 2 indicates that you may begin doing the task, but need further instruction on how to do it well. Circling 3 or 4 indicates that you are confident enough to do the task, but want to improve your skills. Circle 5 if you feel well prepared and highly skilled to perform that task.

Delivery of Instruction

Unprepared . . . Highly Skilled

1.	Observe and record student progress in academic areas.	1 2 3 4 5
2.	Help students in drill and practice lessons (e.g., vocabulary, math facts).	1 2 3 4 5
3.	Read / repeat tests or directions to students.	1 2 3 4 5
4.	Listen to students read orally.	1 2 3 4 5
5.	Help students with workbooks / other written assignments.	1 2 3 4 5
6.	Assist students to compose original work (e.g., stories, essays, reports).	1 2 3 4 5
7.	Tape record stories, lessons, assignments.	1 2 3 4 5
8.	Modify instructional materials according to directions (lesson plans, IEPs).	1 2 3 4 5
9.	Read to students (specify _____ [e.g., texts, materials, stories]).	1 2 3 4 5
10.	Listen to students read orally.	1 2 3 4 5
11.	Help students work on individual projects.	1 2 3 4 5
12.	Facilitate students' active participation in cooperative groups.	1 2 3 4 5
13.	Help students select library books / reference materials.	1 2 3 4 5
14.	Help students use computers (specify purpose _____).	1 2 3 4 5
15.	Translate instruction / student responses (e.g., sign or other language).	1 2 3 4 5
16.	Translate teacher made materials / text materials into another language.	1 2 3 4 5
17.	Explain / reteach concepts to students in other language.	1 2 3 4 5
18.	Carry out lessons on field trips as directed.	1 2 3 4 5
19.	Monitor student performance as directed.	1 2 3 4 5
20.	Reteach / reinforce instructional concepts introduced by the teacher.	1 2 3 4 5

Activity Preparation / Follow-up		Unprepared . . . Highly Skilled
1.	Find / arrange materials / equipment (e.g., mix paints, lab materials).	1 2 3 4 5
2.	Modify or adapt materials / equipment for particular student.	1 2 3 4 5
3.	Construct learning material.	1 2 3 4 5
4.	Prepare classroom displays.	1 2 3 4 5
5.	Order materials and supplies.	1 2 3 4 5
6.	Organize classroom supplies / materials.	1 2 3 4 5
7.	Operate equipment (e.g., tape recorders, VCRs, overhead projectors).	1 2 3 4 5
8.	Make audio and / or visual aids (transparencies, notes, voice notes, etc.).	1 2 3 4 5
9.	Schedule guest speakers / visitors as directed.	1 2 3 4 5
10.	Help prepare and clean up snacks.	1 2 3 4 5
11.	Help students clean up after activities.	1 2 3 4 5
12.	Distribute supplies / materials / books to students.	1 2 3 4 5
13.	Collect completed work from students.	1 2 3 4 5
14.	Participate in planning learning experiences for student with teacher.	1 2 3 4 5

Supervision of Groups of Students		Unprepared . . . Highly Skilled
1.	Assist students on arrival or departure.	1 2 3 4 5
2.	Supervise groups of students at lunch.	1 2 3 4 5
3.	Supervise groups of students during recess.	1 2 3 4 5
4.	Supervise groups of students loading / unloading buses.	1 2 3 4 5
5.	Monitor students during hall passing periods.	1 2 3 4 5
6.	Escort groups of students to bathroom, library, gym, etc.	1 2 3 4 5
7.	Accompany students to therapy sessions, individual appointments in school.	1 2 3 4 5

Behavior Management		Unprepared . . . Highly Skilled
1.	Participate in classroom behavioral system as directed.	1 2 3 4 5
2.	Observe and chart individual student behavior.	1 2 3 4 5
3.	Give positive reinforcement and support as directed by plans / IEPs.	1 2 3 4 5
4.	Mediate interpersonal conflicts between students.	1 2 3 4 5
5.	Provide instruction to students on how to mediate their own conflicts.	1 2 3 4 5
6.	Provide cues, prompts to students who are mediating conflicts.	1 2 3 4 5
7.	Provide physical proximity to students with behavior problems.	1 2 3 4 5
8.	Circulate in classroom to provide behavioral supports where needed.	1 2 3 4 5
9.	Enforce class and school rules.	1 2 3 4 5
10.	Assist students who are self-managing behavior (provide cues, prompts).	1 2 3 4 5
11.	Help students develop / self-monitor organizational skills.	1 2 3 4 5
12.	Provide cues, prompts to students to use impulse / anger control strategies.	1 2 3 4 5
13.	Provide cues, prompts to student to employ specific prosocial skills.	1 2 3 4 5
14.	Teach prosocial skill lessons.	1 2 3 4 5
15.	Facilitate appropriate social interactions among students.	1 2 3 4 5
16.	Assist other students in coping with the behaviors of specific students.	1 2 3 4 5

Ethics		Unprepared . . . Highly Skilled
1.	Maintain confidentiality of all information regarding students.	1 2 3 4 5
2.	Protect the privacy of students during personal care.	1 2 3 4 5
3.	Respect the dignity and rights of every child at all times.	1 2 3 4 5
4.	Report suspected child abuse according to law, policies, procedures.	1 2 3 4 5
5.	Abide by school district policies, school rules, and standards in all areas.	1 2 3 4 5
6.	Communicate with parents and families as indicated by the teacher.	1 2 3 4 5
7.	Provide information about the student with all those who have the right / need to know (e.g., team members).	1 2 3 4 5
8.	Carry out all assigned duties responsibly, in a timely manner.	1 2 3 4 5
9.	Protect the welfare and safety of students at all times.	1 2 3 4 5
10.	Maintain composure / emotional control while working with students.	1 2 3 4 5
11.	Demonstrate punctuality, attendance, handle absences appropriately.	1 2 3 4 5
12.	Maintain acceptable hygiene and appearance.	1 2 3 4 5

Team Participation / Membership		Unprepared . . . Highly Skilled
1.	Meet with team as scheduled / directed.	1 2 3 4 5
2.	Participation in team meetings by contributing appropriate information, ideas, and assistance.	1 2 3 4 5
3.	Participate in team meetings by listening carefully to the ideas of others.	1 2 3 4 5
4.	Engage in appropriate problem-solving steps to resolve problems.	1 2 3 4 5
5.	Engage in mature conflict management steps / processes.	1 2 3 4 5
6.	Use appropriate communicative actions in adult-adult interactions.	1 2 3 4 5
7.	Respect the privacy / dignity of other adults.	1 2 3 4 5
8.	Participate in growth and development activities as specified in growth and development plan.	1 2 3 4 5
9.	Participate in school-wide growth and development activities as specified.	1 2 3 4 5

Clerical Work		Unprepared . . . Highly Skilled
1.	Take attendance.	1 2 3 4 5
2.	Type reports, tests, seat work, IEPs, assessment reports.	1 2 3 4 5
3.	Make copies.	1 2 3 4 5
4.	Sort and file student papers.	1 2 3 4 5
5.	Record grades.	1 2 3 4 5
6.	Collect fees, i.e., lab, book, milk, activity, etc.	1 2 3 4 5
7.	Correct assigned student-lessons / homework.	1 2 3 4 5
8.	Grade tests.	1 2 3 4 5
9.	Help with paperwork to facilitate parent-teacher appointments.	1 2 3 4 5
10.	Inventory materials and fill out routine forms.	1 2 3 4 5
11.	Make arrangements for field trips.	1 2 3 4 5
12.	Maintain files for IEPs, assessment reports, other program reports.	1 2 3 4 5
13.	Maintain databases of student information.	1 2 3 4 5

Other		Unprepared . . . Highly Skilled
1.	Attend IEP meetings with teacher.	1 2 3 4 5
2.	Attend parent-teacher conferences with teacher.	1 2 3 4 5
3.	Communication with families (specify _____).	1 2 3 4 5
4.	Contribute unique skills and talents (specify _____).	1 2 3 4 5
5.	Attend other after school activities (specify _____).	1 2 3 4 5

Remember: Every district has policies on who has access to files and information. You will need to consider the policies and procedures of your district when using this inventory.