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# An In-Service Model for the Training of Secondary Special Education Instructional Aides

Jane H. Evans

*Central Washington University*

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EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

AN IN-SERVICE MODEL FOR THE TRAINING OF SECONDARY  
SPECIAL EDUCATION INSTRUCTIONAL AIDES

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

---

by  
Jane H. Evans  
October, 1982

AN IN-SERVICE MODEL FOR THE TRAINING OF SECONDARY  
SPECIAL EDUCATION INSTRUCTIONAL AIDES

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The purpose of the project was to develop a workshop to provide on the job training for aides in secondary special education programs in Bremerton, Washington. A needs assessment was conducted to determine the validity of the perceived need and to identify and prioritize training areas. Existing training programs were examined and a literature search conducted. The resulting training model was designed to increase the effectiveness of aides and thereby maximize the delivery of instruction in special education.

## ACKNOWLEDGEMENT

I wish to extend my appreciation to my Graduate Faculty Committee--Dr. Dale LeFevre, Dr. Sherrie Chrysler, and Dr. Glenn Madsen--for their assistance and encouragement throughout this project. Special gratitude is extended to my husband, Dr. Robert Evans, my daughter Elizabeth, and my son Barton for their enthusiastic support of my educational endeavors.

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CHAPTER I  
INTRODUCTION

The utilization of paraprofessionals in special education has increased dramatically in the past few years. Since 1976, the number of paraprofessionals working in public school programs had doubled. By 1980, more than 100,000 paraprofessionals were serving students with special needs (Pickett, 1980). The passage of PL 94-142, The Education for All Handicapped Children Act of 1975, and the Rehabilitation Act of 1973 , especially Section 504, has fostered this growth. The mandate requiring identification of students with special needs and the provision of appropriate programs for the handicapped has necessitated the need for additional support personnel.

Originally the role of the special education paraprofessional was noninstructional. The responsibilities and duties required no professional training and were largely clerical, housekeeping, and supervisory. The first documented use of special education paraprofessionals in these type of roles was nearly 25 years ago (Cruickshank & Haring, 1957).

Since that time, the role of the special education paraprofessional has evolved into one of active involvement

with the instructional process. Blessing (1967) stated that it is both feasible and appropriate to use paraprofessionals to assist in the teaching function.

Today the area of special education relies heavily on paraprofessionals to increase the teacher's efficiency and ability to provide quality programs (McManama, 1972). A growing awareness by educators for the need to train paraprofessionals for their position initiated this project.

#### Statement of the Problem

The problem is that training of special education instructional aides is often nonexistent or minimal. Despite the emergence of this role as an important facet of special education there is a dearth of training procedures available.

#### Purpose

The purpose of this study was to develop an in-service training model for secondary special education instructional aides. The training program resulting from this project will be available for possible implementation by the Bremerton School District.

#### Limitations

This project was developed for use with all special education instructional aides at the secondary level in Bremerton. Identification of requisite competencies was determined by a needs assessment. Further areas for



potential training will be garnered on a continual basis through evaluation of the in-service workshops.

#### Significance of Study

A need was determined for training paraprofessionals working in secondary special education in the Bremerton School District. This was accomplished by the conduction of personal interviews with employees. The objective of this program is to increase the effectiveness of these individuals by developing and implementing an in-service workshop.

A desire existed on the part of certificated special education teachers to improve instruction by utilizing their aides to their maximum potential. McManama (1972) stated that improved instruction is in fact the only legitimate reason for utilizing support staff.

Discussions with the superintendent and the administrative council were further impetus for designing a training module appropriate for Bremerton. Interviews with aides who expressed conscientious concerns about their job performance coupled with frustration over lack of training made this study appear worthwhile. To a large extent the quality of job performance, i.e., student and teacher support, is dependent on the quality of training received once employed in that position (Clough & Clough, 1978).

In these times of budgetary cutbacks it is essential for school districts to maximize their present resources.

One method of accomplishing this is through in-service training of paraprofessionals (Perkins, 1966).

Schools have the increasingly difficult task of complying with current laws during a time of decreased funding. This dilemma of satisfying legal requirements with reduced funds is compounded in Bremerton by declining enrollments. Projections for the future indicate a further decline of the appropriations needed to comply with various statutes. Thus it is important to train present personnel in order to utilize them to their maximum potential.

As districts grapple with the issues of compliance, decreased funding, and increased demands on special education staff, the availability of a training model can help offset some of these demands. The training model developed in this study could be adapted for use in other school districts seeking to maximize the potential of the paraprofessionals in their employ. It could also be modified to accommodate instructional aides in the elementary levels of special education. Furthermore, the model could be altered and utilized as a training program for community or parent volunteers.

#### Definition of Terms

The following terms are given as clarification of the content of this paper:

Administrative council: For the purposes of this study, this term refers to the administrative team that reports directly to the superintendent of a school district.

Training model: For the purposes of this study, this term shall refer to a set of materials and procedures developed for purpose of in-service education.

Special education instructional aide: For the purposes of this study, this term refers to a person hired to assist certified teachers in the instruction of exceptional children.

Special education teacher: For the purposes of this study, this term refers to a person hired to design, develop, manage, and deliver educational services to exceptional children.

Teacher aide: For the purposes of this study, this term refers to a person hired to assist classroom teachers with routine procedures which are noninstructional.

Paraprofessional: This term refers to all nonprofessionals who work under the direction of a certificated teacher. For the purpose of this study this term shall be used interchangeably with special education instructional aide.

Professional: For the purposes of this study, this term means a certified individual who performs in his area of specialization.

Handicapped: For the purposes of this study, this term refers to students who have been assessed and qualified for special education placement within the school district.

Staff development: For the purposes of this study, this term refers to any set of activities designed to

enhance an institution through the promotion of the personal and professional growth of the staff members.

CHAPTER II  
REVIEW OF LITERATURE

Introduction

It is the purpose of this chapter to present an overview of available information pertaining to in-service training for special education paraprofessionals.

A Brief History

The concept of utilizing paraprofessionals in education has been developing during the past 30 years. Initially in 1940 The National Youth Administration trained youths as nonprofessionals to work as library aides, graders, and laboratory assistants. This program was short lived and was the first attempt to utilize nonprofessionals in education. In 1953 the concept was revitalized by the Ford Foundation which attempted for the first time to free teachers from nonteaching tasks by training teacher aides (Beach, 1973). In 1961 The Berkely Plan contributed to the concept of paraprofessionals in education by using college students as aides and tutors in conjunction with classroom teachers with children from economically deprived areas. Despite the success of these latter two programs, it was not until 1965 that the wide usage of aides came into being. At this

time funds from Title I of the Elementary and Secondary Education Act became available for training and employment (Beach, 1973). In 1967 the Education Professional Bill made it possible for state education agencies to submit plans for federal funding for preservice and in-service training designed to enable aides to better perform their duties (Brighton, 1972).

#### Increase and Diversification in Training

Currently aide or paraprofessional training programs are sponsored by local districts as well as federal and state programs. The wide variety of programs in existence today reflect the diverse sponsorships and their respective approaches to training.

Several factors have influenced this recent growth and diversity of training programs..

The increased number of paraprofessionals in education has focused attention on their performance and training. The burgeoning number of special education classes has made the special education aide more visible. This auxiliary position is being perceived as more significant as the role becomes more instructional and training, therefore, has seemed more imperative. In addition the regulations of Public Law 94-142, The Education for All Handicapped Children Act, part B call for a comprehensive personnel development system. This system provides a structure for each state education agency to plan, implement, and evaluate appropriate in-service training opportunities.

Targeted for this in-service training are all personnel who affect the education of handicapped children. The inclusion of paraprofessionals or special education instructional aides under this category is significant since, according to Pickett (1980), they were the fastest growing, yet least prepared group in the system of service delivery in special education.

#### Approaches to Training--Content

The scope of in-service training was found to vary greatly from state to state according to a survey conducted by The National Resource Center for Paraprofessionals in Special Education in 1979 and updated in 1980 (Pickett, 1980). Traditionally, in-service training has been used to update skills and to introduce innovation to education. A trend toward developing positive attitudes toward the handicapped has now emerged as another facet of in-service training (Rude, 1978). This concern for awareness training is reflected in the objectives of Project PEG, Paraprofessional Training in Special Education (1978), a training model, surveyed for this study.

As in other human services, stress upon skills in interpersonal communication and relationships in the support role of the paraprofessional are an integral part of this program . . . . The development of awareness . . . as well as a habit of cooperation and skill at following through at tasks are traits to be developed in a paraprofessional. (p. 11)

This training model was designed at Burlington County College in Pemberton, New Jersey. It consists of the following five competency training modules:

(1) Orientation to the field including knowledge of educational programs, facilities, administrative structures, descriptions of job opportunities, career advancement, school regulations, practice and policies.

(2) Ethics and Standards including confidentiality and privacy.

(3) Interpersonal Relationships encompassing motivational, communicational and social skills, problem solving, leadership and team roles.

(4) Learning Atmosphere includes awareness of the exceptional citizen, awareness of the effect of positive mental health on the performance of others, importance of structure.

(5) Selected Skills to include behavior management techniques, observing and recording, technical skills with equipment, characteristics of various types of exceptional students, normal development, popularly used tests and terminology.  
(p. 15)

Although there appears to be agreement that training is essential for superior job performance, there is a lack of consensus on what it should comprise and in what manner it should be delivered.

Numerous programs have been initiated at community colleges and a few have been conducted at 4-year colleges. Most of these programs were in cooperation with the local school district (Kelly & Havlicek, 1982). A training model presently being constructed to be offered in community colleges in Pennsylvania, New Jersey, and Delaware was reviewed for this study (Dusewicz, 1982). This model is sponsored by Research for Better Schools Inc. of Philadelphia. It is entitled Paraprofessional Training Project. Funding is being provided by the Office of Special Education, Washington, D.C. It consists of a series of workshops designed in response to locally expressed needs. Much of the material is an adaption of the Value-Based Skills



Training materials produced by Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center.

Another model reviewed was a statewide training program centered in the Kansas State Department of Education. The Facilitator Model as it is now called involved voluntary participation by local districts. Each district designates a facilitator to receive information and disseminate it at the local level (Kelly & Havlicek, 1982). A rationale for the statewide network approach is well presented in a publication entitled Guidelines for the Training, Utilization, and Supervision of Paraprofessionals and Aides (Kelly, 1977). In reviewing this document a great deal of information was gleaned about definitions, roles, responsibilities, accreditation, and administration of in-service training for paraprofessionals.

The literature has suggested a wide variety of approaches to training aides. A programmed approach is advocated by Shepard (1979) offering an emphasis on academics in the content areas. In addition this model covers the areas of educational policies, child development, and individualized education.

Harrison (1967) advocated formal and informal in-service programs for aides. Courses on growth and development, student behavior, as well as various courses of a refresher nature dealing with basic fundamentals are put forth in this approach. From the literature surveyed and the models examined a core of content material appears appropriate for inclusion in an in-service training model.

## Guidelines for Designing an In-service Workshop

Many programs and practices offered under the guise of in-service training or staff development do not appear to be effective. Caldwell and Marshall (1982) in their analysis of various approaches to this subject emphasized the importance of the following elements for an effective design: "Needs Assessment, Planning and Organization, Implementation, Evaluation" (p. 27).

### Needs Assessment

In order for an in-service workshop to be successful it must meet the needs of the sponsoring institution and those of the staff. These needs are often complementary rather than competitive and should not be ignored in structuring a training program (Caldwell & Marshall, 1982).

It is further contended by Caldwell and Marshall (1982) that a higher commitment from aides will be obtained if their needs are incorporated into the program agenda. The assumption is then to be made that improved instruction will result from the fulfillment of individual and institutional needs.

The identified needs can then be translated into goals.

### Planning and Organization

This element of constructing a training program is critical. The literature points to a lack of goals and objectives as frequent obstacles to success (McManama, 1972).

A philosophical base and purpose are necessary underpinnings of any well constructed design. The goals and objectives of each session of the program should be defined.

Consideration of successful practices is an important part of organizing. The literature purports that a training program should be accessible and convenient in terms of time and location. Sessions should be conducted during participants' normal working hours. Time between sessions should be allowed for assimilation and practice of new attitudes and skills (Burrello & Orbaugh, 1982).

The following guidelines for planning are also suggested by Burrello and Orbaugh (1982):

Incentives for participation should be offered if possible. Inservice should model good teaching. Programs of inservice education should be explicitly supported at the outset by district and building administration. (p. 385)

### Implementation

The actual workshop should consist of a highly diversified program offerings derived from the needs assessment data. Efficient planning and organization coupled with utilization of proven guidelines should result in the execution of an effective training model.

### Evaluation

Program evaluations can demonstrate whether an impact is being made. Continual monitoring can be useful to revise activities and strengthen motivation. Ongoing feedback and input if heeded can enhance even a well designed workshop.

The final evaluation should be done over time in order to determine future needs, planning, implementation, and dissemination (Burrello & Orbaugh, 1982). In the last analysis the true evaluation is demonstrated by observable desired results--improved instruction.

#### Summary

In-service training for special education paraprofessionals appears to be undergoing closer scrutiny than in the past. As special services for the handicapped have increased over the past few years, additional paraprofessional personnel have been hired to assist in the delivery of these services. Training for these individuals runs the gamut from nonexistent to comprehensive community college programs. Content in the existing training approaches is diverse. Approaches to the training are developing along with the materials utilized. Guidelines for effective programs are being developed to assure more successful programs for the future.

## CHAPTER III

### PROCEDURES

The Bremerton School District currently does not have a training program for personnel employed as special education aides. A needs assessment described under methods was conducted which identified a need to train these individuals. Through the review of literature and utilization of the needs assessment, a training model was developed. The following procedures were followed in the construction of this model.

#### I. Needs Assessment Conducted (see Appendix A)

##### A. Purpose

This needs assessment was conducted to determine the validity of the perceived need; the identification and prioritization of training areas; and the determination of attitudes towards feasibility.

##### B. Method

This assessment was conducted by personal interviews with the five central administrators, five special education teachers, and five aides. The information collected was recorded on a form designed for this purpose (Appendix A).

### C. Population Sampled

1. The administrative council is composed of the superintendent and four administrators who report to him. They are the assistant superintendent in charge of curriculum, the business manager, the director of personnel, and the director of special education.
2. Five special education teachers
3. Five special education aides

### D. Results of Needs Assessment

#### 1. Perceived need

The respondents were unanimous in their affirmation of a need for in-service training for special education aides.

The special education aides demonstrated a high degree of enthusiasm for training. They all talked at length about their need for more knowledge and skills in order to feel comfortable working with exceptional students. Each indicated a degree of frustration indicating that their training needs are not being adequately addressed.

#### 2. Identification and Prioritization of Training Areas Needed

Thirteen areas were identified for needed training (Appendix B). Respondents were asked to identify and prioritize a minimum of

five. The administrative staff placed the highest priority on the development of professionalism. Their second and third priorities respectively were behavior and characteristics of special students. A close fourth priority of this group was to develop an awareness of instructional methods.

The teachers and the aides both specified academic competence as their number one need. The teachers' second priority was the need for aides to be familiar with instructional methods. Their third and fourth priorities were professionalism and behavior management. The aides identified behavioral management as their second priority. This was followed by professionalism and characteristics of special students respectively.

Five major areas were identified as a result of this need assessment as requiring training. These five major areas in declining order of priority are as follows:

Professionalism

Academic Preparation

Behavior Management

Instructional Methods

Characteristics of Special Students

The eight remaining areas in the needs assessment were considered to be of minor concern to all respondents and for this reason were not addressed in this workshop. The highest need perceived by both the teachers and the aides was for academic instruction. Attempting to develop expertise in diversified fields was considered beyond the scope of the workshop and for this reason was also not addressed. Of the remaining four needs given a high priority, 2 days of the workshop are devoted to professionalism and 1 day to each of the following:

Behavior Management

Instructional Methods

Characteristics of Special Students

### 3. Feasibility

The teachers and administrators responded to the feasibility question in a positive manner. They could see very few obstacles to implementation of an in-service training program for the academic year of 1982-83. The aides did not feel they had enough information to answer this question.

## II. Literature Review

A review of the literature and several training models was conducted in order to gain an understanding



of work already completed in this area of study. Successful in-service education practices were examined to provide guidelines for an effective design.

### III. Training Module Designed and Compiled

#### A. Background

Based on the review of current models, the literature, and the findings of the needs assessment, a training module was developed for possible implementation at a later date in the Bremerton School District.

#### B. Time Allotment

A workshop consisting of five 2-hour sessions offered over a 5-week period is scheduled. This format follows the suggestions of Burrello and Orbaugh (1982) in their research on successful practices pertaining to the planning and implementation of in-service education. These 2-hour sessions will be during school hours. Teachers will release aides for their workshop sessions.

#### C. Location

This workshop shall be conducted at the central administration building convenient to all participants.

#### D. Program Coordinator

The author, a special education teacher with an interest and background in staff development, will facilitate and direct the workshop.

E. Input

Ongoing feedback will be solicited from the participants in order to tailor the workshop to their needs.

F. Evaluation of the content, delivery system, monitoring of the effectiveness of materials and techniques will culminate in a final evaluation, i.e., improved job performance.

G. Topics to Be Covered

Professionalism - Sessions One and Two

Management of Behavior - Session Three

Methods of Instruction - Session Four

Characteristics of Exceptional Students  
and Strategies for Their Instruction -  
Session Five

Session One deals with the history and development of the aide movement. In addition the importance of aides' professional contributions to the educational system is presented.

Session Two defines the role that aides play in the educational process and delineates areas of professional responsibility.

Session Three deals with the management of behavior.

Session Four explores instructional methods appropriate for special students. Individual and small group instructional methods are presented in this unit.

Session Five pertains to the characteristics of special students and strategies for their instruction.

IV. Recommendations

Suggestions for the utilization of the training module for the Bremerton School District were stated.

CHAPTER IV  
THE PROJECT

The design for the in-service training model is organized into five sequential units. These are ideally presented in successive weeks. This method of delivery provides opportunities for the practice of new attitudes and skills by the participants in the intervening time between units.

The five units which comprise the model workshop are intended to satisfy the overall goal of improving instruction in the special education classrooms. It is essential that the participants gain an understanding of their role in accomplishing this general goal.

The establishment of an informal atmosphere is crucial to the design of the workshop. In order to encourage active participation, participants will be encouraged to ask questions at any time. The creation of an exciting, yet nonthreatening, learning environment will be enhanced by small group seating arrangements and an aura of professional affability. This positive learning climate is designed to stimulate and encourage enthusiastic participation in the planned program.

Each of the five sessions is a self-contained unit designed for 2 hours. The selected topics are a composite of recommendations obtained from the needs assessment survey. Since the topics that can be covered in a workshop are limited, there are many areas that could not be addressed in this training model. The primary training need specified by aides and teachers was for academic instruction. It is not possible, however, in a 10-hour workshop to develop subject matter expertise in a variety of disciplines. For this reason, academic preparation is excluded from this workshop.

The following components make up each of the five sessions:

Rationale

Goals

Objectives

Presentation and Activities

Evaluation

A rationale is stated for each session, followed by the specified goals and objectives. The presentation and activities designed to implement these goals are included. The handouts which are referred to in the presentation and activity section are found at the end of each session. An evaluation instrument to be administered at the end of each session is located with the handouts.

The format for each session is as follows:

15 minute	Pre-session coffee (optional)
45 minute	Presentation and Activities
15 minute	Intermission, coffee and rolls provided
50 minute	Presentation and Activities
5 minute	Feedback Form
5 minute	Preview of Next Session

The five sequential sessions are as follows:

Session One - The Development, Purpose, and Significance  
of the Aide Program

Session Two - The Role and Standards of the Para-  
professional in Special Education

Session Three - The Management of Behavior

Session Four - The Methods of Instruction

Session Five - The Characteristics of Exceptional  
Students and Strategies for Their Instruction

## SESSION ONE

### THE DEVELOPMENT, PURPOSE, AND SIGNIFICANCE OF THE AIDE PROGRAM

Rationale: The presentation is planned to broaden the participants' perception of their role and its significance to the entire educational process. Increased motivation and job satisfaction are ramifications of enlarged appreciation of their valuable and professional role.

Goal 1: Participants will become more aware of their valuable contribution as an important component in the delivery of special education services.

#### Objectives

1.1 Participants will increase their awareness of administrative and professional support within the district.

#### Presentation/Activities

1. Welcome address by facilitator, Handout 1 and 2, Agenda, and Feedback Form
2. Introduction and brief words of appreciation and encouragement by superintendent
3. Introduction and brief words of support by special education teachers who will participate as hostesses and resource people

Objectives

- 1.2 Participants will gain an understanding of the paraprofessional movement in the following ways: the historical development; the expanding role today and in the future.
- 1.3 Participants will realize the overall goal of the aide program--to improve instruction.

Presentation/Activities

1. Presentation by facilitator on the development of aide programs to the present with predictions for the future
1. Discussion of the purpose of the aide program--to improve instruction
2. Discussion of ways this purpose is achieved
  - a. Teachers have more time and energy to do the following:
    - To design and implement innovative educational strategies
    - To diagnose, prescribe, and assess more thoroughly
    - To manage a higher level program
  - b. Well trained, competent aides can provide the key to improved instruction by assisting in the following ways:
    - With planned instructional programs
    - Releasing teachers for conference and liason work with other professionals
    - With classroom management
    - With clerical duties



Objectives

- 1.4 Participants will gain an appreciation of the significance of the role of the aide in the improvement of instruction.

Presentation/Activities

1. Discussion of the importance of the aide's role as a critical part of improved instruction
2. A sound synchronized slide presentation entitled "Roles and Responsibilities of Paraprofessionals"
3. A follow-up discussion of the slide show. A review of the main points as follows:
  - a. Aide's role
    - To assist teacher in improving the quality of instruction
    - To assist teachers in performance of their duties and supervision of students
  - b. Aide's responsibilities
    - Be responsible to the teacher
    - Perform duties assigned by supervising teacher
    - Follow school regulations and policies
4. Feedback Form
5. Presentation of Preview

Handout 1

Bremerton Public Schools

Aide In-service Workshop

SESSION ONE

THE DEVELOPMENT, PURPOSE, AND SIGNIFICANCE  
OF THE AIDE PROGRAM

Agenda

- I. Welcome
- II. Introductions  
Superintendent of Schools  
Special education teachers
- III. Description of Workshop Format  
Date, times, schedule
- IV. Overall Goal of Workshop - Improved Instruction
- V. Today's Session - THE DEVELOPMENT, PURPOSE, AND SIGNIFICANCE OF THE AIDE PROGRAM

Goal 1: To develop awareness of the valuable contribution of the aide program as an important component in the delivery of special education services

Objectives

1. Participants will increase their awareness of administrative and professional support within the district.
  2. Participants will gain an understanding of the paraprofessional movement in the following ways: the historical development; the expanding role today and in the future.
  3. Participants will realize the overall goal of the aide program--to improve instruction.
  4. Participants will gain an appreciation of the significance of the role of the aide in the improvement of instruction.
- VI. Feedback Form
  - VII. Preview of Next Session

Handout 2

Bremerton Public Schools

Aide In-service Workshop

WELCOME!

We have what we hope will be an exciting and memorable day planned for you.

You all probably came with different notions of what to expect from this program. As much as possible your input will be incorporated in the upcoming sessions. Below is a feedback form for this purpose. There are a lot of years of experience in this room today and in order for our workshop to be effective, your ideas are needed. At the end of today's session please take the time to completely fill out the evaluation form.

Feedback Form

An Evaluation of Session One

Thank you for participating in today's training program. Please take a few minutes to give us your comments and suggestions on the material presented today.

1. How well did you understand in advance the purpose of this in-service program?

extremely well     well     average     poorly  
 not at all

Comments:

2. How well do you feel this presentation accomplished its objectives?

extremely well     well     average     poorly  
 not at all

Comments:

3. How well did the presentation meet your particular needs in terms of your particular goals?

\_\_\_extremely well \_\_\_well \_\_\_average \_\_\_poorly

\_\_\_not at all

Comments:

4. What aspects of the presentation did you find MOST interesting or helpful?

5. What suggestions can you offer for improving further presentations?

6. What topics would you like included in future workshops?

## SESSION TWO

### THE ROLE AND STANDARDS OF THE PARAPROFESSIONAL IN SPECIAL EDUCATION

Rationale: The concept of paraprofessionalism is a broad one with various interpretations. Given a thorough understanding of their roles and responsibilities, aides can develop their interpersonal skills and adopt more professional attitudes and standards for themselves and their jobs.

Goal 2. Participants will increase their understanding of the differentiated roles of teacher and aide and how they complement each other.

<u>Objectives</u>	<u>Presentation/Activities</u>
2.1 Participants will share ideas on problems relating to roles and responsibilities.	1. Welcome, Handout 1, Agenda 2. Review of last session 3. Summary of main points 4. Problem solving discussion of past week's events at school
2.2 Participants will gain understanding of the defined and different levels of responsibility of teacher and aide.	1. Handout 2, Roles and Responsibilities of Aides, to be completed individually. A teacher hostess at each table will help

<u>Objective</u>	<u>Presentation/Activities</u>
	each group come to consensus on each item. A spokesperson for each group will report back on various items.
	2. Facilitator will lead a discussion with entire group asking for each group's opinions on the items.
	3. Facilitator will present a brief description of aide and teacher roles and how they interrelate to best educate students.
2.3 Participants will gain increased understanding of the areas of responsibility that relate to the role of the aide specifically.	1. Handout 3, Guidelines for Aides--Roles and Responsibilities
	2. Facilitator will present, take questions, and discuss guidelines with participants.
<u>Goal 3.</u>	Participants will improve proficiency as an aide through gaining greater understanding of professional standards.

<u>Objectives</u>	<u>Presentation/Activities</u>
3.1 Participants will increase awareness of the importance of being a positive role model for students and community.	1. Facilitator will discuss importance of appropriate speech, attire, and overall demeanor for aides as members of the educational team with constant exposure to students.
	2. Facilitator will discuss how the image of the school is reflected to the community via the employees who represent it.

Goal 4. Participants will increase their awareness of the need for professional standards.

<u>Objectives</u>	<u>Presentation/Activities</u>
4.1 Participants will develop their appreciation of the importance of ethics in dealing with matters of confidentiality.	1. Facilitator will discuss access to privileged professional information and professional teaching ethics that apply to aides in these situations.  2. Facilitator will discuss the necessity of treating all confidential information with a high degree of professionalism. Examples of student records, test results, private conversations will be cited.  3. Handout 4, Ethics for the School Aide, will be given to participants and facilitator will go over it for clarification purposes.
4.2 Participants will increase their interpersonal communication skills.	1. Facilitator will discuss the importance of harmonious interaction and its effect upon education.  2. Handout 5, Communication Skills, will be discussed by facilitator with participants.
4.3 Participants will develop their ability to cooperate and maintain harmonious working relationships.	1. Handout 6, Sources of Problems and Means for Their Solution, will be discussed by facilitator.

Objectives

- 4.4 Participants will increase their skills in resolving problems if friction with supervising teacher or staff develops.

Presentation/Activities

1. Participants will be divided into groups of five with a teacher at each table. Handout 7, Simulated Case Studies of Conflict, will be distributed to each group. Volunteers in each group will be asked to select a case study and to role play the various parts described.
2. Utilizing the handouts, the group discusses the outcome of the performances and alternative solutions for the conflict situations.
3. Feedback Form, Handout 8
4. Preview of next session



Handout 1

Bremerton Public Schools

Aide In-service Workshop

SESSION TWO

THE ROLE AND STANDARDS OF THE PARAPROFESSIONAL  
IN SPECIAL EDUCATION

Agenda

- I. Welcome
- II. Review of Previous Session
- III. Today's Session

Goal 2: Participants will increase their understanding of the two differentiated roles of teacher and aide and how they complement each other.

Objectives

- 1. Participants will share ideas on problems relating to roles and responsibilities.
- 2. Participants will gain understanding of the defined and different levels of responsibility of teacher and aide.
- 3. Participants will gain increased understanding of the areas of responsibility that relate to the role of the aide specifically.

Goal 3: Participants will improve proficiency as an aide through gaining greater understanding of professional standards.

Objective

- 1. Participants will increase awareness of the importance of being a positive role model for students and community.

Goal 4: Participants will increase their awareness of the need for professional standards.

Objectives

- 1. Participants will develop their appreciation of the importance of ethics in dealing with matters of confidentiality.

2. Participants will increase their interpersonal communication skills.
3. Participants will develop their ability to cooperate and maintain harmonious working relationships.
4. Participants will increase their skills in resolving problems if friction with supervising teacher or staff develops.

IV. Feedback Form

V. Preview of next session

Handout 2

Bremerton Public Schools

Aide In-service Workshop

## SESSION TWO

## ROLES AND RESPONSIBILITIES OF AIDES

INSTRUCTIONS: Read each statement once. Check whether you agree (A) or disagree (B). Take three minutes. Then in your group try to reach unanimous agreement on each statement. If you wish change wording of a statement so that you all can agree to it.

- ( ) 1. Aides should adjust to the teacher's way of doing things at all times in the classroom.
- ( ) 2. Aides should always leave disciplining to the teacher.
- ( ) 3. It is important for aides to display exemplary behavior, appropriate attire, and speech, since they like teachers, are visible role models for students.
- ( ) 4. The aide helps the child to want to learn, but does not teach. Aide does not assume teacher's role.
- ( ) 5. When working with young people, adults usually have favorite students and cannot help but show this favoritism to others.
- ( ) 6. Aides should never mention a child by name outside the school setting, nor should they ever criticize the family or school.
- ( ) 7. Student intellectual growth is not natural without stress, anxiety, and conflict.
- ( ) 8. Honest communication with others is important in creating a favorable working atmosphere.
- ( ) 9. Professional demeanor is unnecessary in the faculty and staff lounge since you are not on school time during breaks and lunch.
- ( ) 10. Communication and cooperation between teacher and aide are the two most pertinent factors leading to a successful classroom program.

Handout 3

Bremerton Public Schools

Aide In-service Workshop

### GUIDELINES FOR AIDES-ROLES AND RESPONSIBILITIES

The role of an aide is to support the teacher's efforts to organize and coordinate the instructional program.

The role of a teacher is to design, develop, manage, and coordinate an instructional program that meets the needs of individual students.

Though these roles differ, they can combine to implement a highly successful instructional program.

An aide comes into a school to assume a role in the professional hierarchy. Under the supervision of a teacher, she may perform any of a wide range of educational or clerical tasks that directly or indirectly contribute to the quality of education of the students. A trained and competent aide is limited only by her capabilities and creativity in expanding the contribution that she can make. By understanding her important role, a dedicated and conscientious aide can make the difference between an average or excellent special education program.

Appropriate duties for special education aides:

1. Assist with classroom housekeeping and record keeping.
2. Assist in preparing instructional materials.
3. Score tests and written work.
4. Keep appropriate records for teacher.
5. Reinforce learning with small groups, assist with classroom instruction.
6. Supervise a variety of learning activities and provide feedback and reinforcement as planned with teacher.
7. Establish rapport with students and teacher. Maintain good communication.
8. Contribute by attitude and actions to an attractive healthy, learning environment.
9. Observe students perceptively and convey to teacher any information that might help her provide a program that is more responsive to the needs of the student.

(This list is not all-inclusive)

## Handout 4

Bremerton Public Schools

Aide In-service Workshop

## ETHICS FOR THE SCHOOL AIDE

1. The aide must act accordingly if she is to win the confidence and respect of this school staff.
2. The aide should support the staff by following school wide or classroom regulations regarding student behavior.
3. The aide must remember that she may be in the school for a relatively short portion of the week and that there may be occasions when her perception of a problem can be misleading simply because she is not aware of the total situation. Aides should take their questions to the appropriate staff member.
4. The aide should help to increase the student's confidence in himself and his home and avoid disparaging remarks which might undermine that confidence.
5. Do not discuss confidential information with inappropriate persons. Confidential information includes:

- Scholastic and health records
- Test scores and grades
- Discipline problems within a classroom
- Character traits of an individual child
- Conversations among professionals

As aide you should not discuss such matters with friends or neighbors nor normally even with other aides.

6. Deal impartially with students regardless of differences in background, intelligence, or physical or emotional maturity.
7. Negative comparisons of the child to other members of his family or peers is destructive and should be avoided.
8. Direct communication with parents about a child's school work is the responsibility of the school's professional staff. An aide should not discuss the child's progress or behavior with the parent but should refer parents to the appropriate teacher or principal should a question arise.

9. Aides should consult with their supervising teacher at appointed times so as not to interrupt. An aide should never button-hole her own child's teacher in the hall but should follow school procedure for setting up a conference.
10. Aides should speak constructively of all professional staff but should honestly report difficulties involving the welfare of students or school. The principal is the appropriate person to speak with in such a case.

Handout 5

Bremerton Public Schools

Aide In-service Workshop

### COMMUNICATION SKILLS

Cooperation and good communication are vital to the success of any educational program. An atmosphere of harmony is essential for instruction to be effective.

#### Guidelines for Good Communications

1. Practice the golden rule.
2. Be sensitive to the feelings of others.
3. Understand your role and that of your supervising teacher--try not to overstep your boundaries.
4. Follow the teacher's approach with the students.
5. Find out the objectives of lessons and materials in order to be on the same track and not at cross purposes with the goals of the lesson or those of the teacher.
6. Treat students and staff with consideration and respect their individuality.
7. Develop and foster a professional attitude toward your job.

## Handout 6

Bremerton Public Schools

Aide In-service Workshop

## SOURCES OF PROBLEMS AND MEANS FOR SOLUTION

Very often problems arise between the aide and staff. It is necessary to anticipate possible sources of difficulties and to develop in advance, ways of resolving conflict. It is also important for all persons concerned to be tactful in resolving problems, if not, permanent harm can be done to individuals on both sides of the issue.

## Sources of Problems

1. Philosophical and attitudinal differences.
2. Disagreement over assignments.
3. Planning time not scheduled.
4. Training time not provided.
5. Communications breakdown.
6. Lack of clearly defined roles and expectations.
7. Dissatisfaction over the type of classroom tasks to which the aide is assigned.
8. Lack of compatibility between the aide and other individuals.
9. Student behavior and discipline problems.
10. Criticism (evaluation).

In the event there is conflict, these steps have worked for others.

1. Begin by talking with the teacher in order to identify the specific problem.
2. Generate some possible solutions and make a list of these, without discussing any of them.
3. Working from the list, determine the most likely solutions to the problem. Discuss each.
4. Decide on one solution that would present a no-lose situation for either party.



5. Determine specifically what needs to be done, who will do it, and when it will be done.
6. Determine how you will check to see if the problem still exists.
7. Communicate any progress, or lack of it, toward reaching a solution.
8. Review and revise until a solution is reached.
9. Celebrate!

Handout 7

Bremerton Public Schools

Aide In-service Workshop

ROLE PLAYING CASE STUDIES

Group I

Miss Bently, a young attractive first year teacher with a degree in special education, is hired three weeks after school starts to teach a class of learning disabled and behaviorally disabled Junior High Students.

Mrs. Thompson, an experienced special education aide, has been assigned to the room also. She has been in the room with a passing array of substitute teachers for three weeks.

Seven students who are thoroughly confused by various substitutes directions and expectations.

Problem

It is the week before Thanksgiving, and the class is still unsettled. Mrs. Thompson does not like the way Miss Bently deals with the students or manages the classroom. She feels it is entirely too informal and that the students are not learning enough or behaving satisfactorily. Her frustration is making her miserable and she is thinking about looking for another job though she loves the school.

Group II

Miss Johnson, an experienced High School special education teacher, is almost ready to retire. She has a class of 12 learning disabled students.

Mrs. Whitney, a brand new aide who has a teaching certificate from another state is hired as her aide. Mrs. Whitney is the wife of a naval officer and has travelled extensively and adores social studies and map work.

Problem

Four students who need senior social studies to graduate are assigned to Miss Johnson's learning center during the busiest part of the day.

Miss Johnson designed a program for the four seniors and asked Mrs. Whitney to periodically check on their progress. Each day Mrs. Whitney becomes more interested in the boys social studies project and leaves more work for Miss Johnson in the morning.

Tensions build until a crisis develops over an assignment on the middle east. Miss Johnson feels Mrs. Whitney has given the seniors too much help with the project and furthermore changed the nature of the assignment altogether.

### Group III

Mr. Jones, an experienced teacher of behaviorally disabled and learning disabled 9th graders, is distraught.

Miss Carlyle, an inexperienced aide to Mr. Jones is unsure as to what is expected of her in the way of classroom duties. Miss Carlyle is also distraught, her only other job experience has been of a secretarial nature in an insurance company.

### Problem

Mr. Jones had another aide for six years. She retired and he has not been able to train Miss Carlyle to his satisfaction. He feels she never does enough of the right thing and too much of the wrong thing. Miss Carlyle keeps asking what to do and feels she is in the way. Both parties are dissatisfied with each others job performance.

### Group IV

Miss Relling, an extremely conscientious teacher is unhappy with the aide that has been assigned to her. She gives her plenty of work to do but Miss Relling feels it is never done to her specifications or standards. Furthermore Miss Speedy is beginning to read magazines and novels when she finishes her work at hand.

Miss Speedy, the aide, is a very energetic, efficient hard working person who likes to do her work quickly and get it done. She does not like to sit and do nothing. She likes to accomplish a lot.

Problem

Miss Relling is frustrated with her aide's seemingly superficial job performance. Miss Speedy is frustrated with the teacher's obvious dissatisfaction.

Group V

Miss Blake, a teacher of the mildly mentally retarded class at a Junior High School complains in the faculty lounge that her aide "did it again" corrected a student in a manner which embarrassed him in front of classmates.

Miss Whitmore, her aide, hears of her complaints and wonders what to do.

Problem

As the days pass, the tension in the classroom mounts. Students are on edge and nervous. The principal overhears a member of the class say that Miss Blake and Miss Whitmore hate each other. He is considering speaking to them both either separately or together.



## SESSION THREE

### THE MANAGEMENT OF BEHAVIOR

Rationale: A fundamental set of guidelines for dealing with discipline problems can prevent small incidents from escalating to large behavior problems. A philosophy of behavior management is essential for effective education to take place.

Goal 5: Participants will gain knowledge of general strategies and specific techniques for managing students with special needs.

<u>Objectives</u>	<u>Presentation/Activities</u>
5.1 Participants will appreciate the need for planning and maintaining behavioral standards.	1. Handout 1, Agenda. Presentation by guest speaker with expertise in behavioral management  a. Necessity of good discipline for learning to take place  b. Importance of planning  -To insure high motivation  -Smooth routine management  -An environment structured for success

ObjectivesPresentation/Activities

- |     |   |  |
|-----|---|--|
|     |   | c. Establishment of good rapport   |
|     |   | d. Fairness  |
|     |   | e. Consistency   |
|     |   | f. Clear behavioral standards  |
|     |   | g. Use of praise and encouragement   |
|     |   | h. Humor as a catalyst   |
| 5.2 | Participants will contribute to compilation of a list of guidelines.                        | 1. Small groups will list guidelines for good discipline on the basis of presentation and experience.  |
| 5.3 | Participants will recognize importance of understanding teacher's philosophy of management. | 1. Discussion by facilitator of unity of teacher and aide for prevention of behavior problems  |
| 5.4 | Participants will recognize preferred solutions to behavior problems.                       | 1. Viewing and discussion of film "Winning at Teaching Without Beating Your Kids"  |
| 5.5 | Participants will gain a basic understanding of behavior modification as a strategy.        | 1. Extensive discussion by facilitator of specific techniques <ul style="list-style-type: none"> <li>a. Effective techniques           <ul style="list-style-type: none"> <li>-Pairing of incompatible behaviors</li> <li>-Ignoring unwanted behaviors</li> <li>-Reinforcement of desired behavior</li> <li>-Use of negative consequences</li> </ul> </li> </ul> |

Objectives

- 5.6 Participants will be exposed to two other approaches to behavior management.

Presentation/Activities

## b. Ineffective techniques

-Use of sarcasm, threats, embarrassment, ridicule, holding a grudge, forcing an apology, making unreasonable demands

2. Handout 2, "Children Learn What They Live"
1. Presentation by school psychologist of Reality Therapy and Assertive Discipline Theories
2. Summary of viewpoints, guidelines, and techniques covered by facilitator
3. Feedback Form, Handout 3
4. Preview of next session



Handout 1

Bremerton Public Schools

Aide In-service Workshop

SESSION THREE

THE MANAGEMENT OF BEHAVIOR

Agenda

- I. Welcome
- II. Review of Past Session
- III. Today's Session - Behavior Management

Goal 5: Participants will gain knowledge of general strategies and specific techniques for managing students with special needs

Objectives

- 1. Participants will appreciate the need for planning and maintaining behavioral standards.
  - 2. Participants will contribute to compilation of a list of guidelines.
  - 3. Participants will recognize importance of understanding teacher's philosophy of management.
  - 4. Participants will recognize preferred solutions to behavior problems.
  - 5. Participants will gain a basic understanding of behavior modification as a strategy.
  - 6. Participants will be exposed to two other approaches to behavior management.
- IV. Feedback Form
  - V. Preview of next session

Handout 2

Bremerton Public Schools

Aide In-service Workshop

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guiltily.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.

If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance and friendship,  
He learns to find love in the world.

Dorothy Law Nolte

Handout 3

Bremerton Public Schools

Aide In-service Workshop

## FEEDBACK FORM

An Evaluation of Session Three

Please evaluate this session of the workshop by checking the yes or no space to the left.

yes no

\_\_\_ \_\_\_ 1. As a result of this session on the Management of Behavior, I feel more confident in my role as a disciplinarian.

\_\_\_ \_\_\_ 2. I would like additional training in this area.

3. Please number the parts of today's workshop in the order of their benefit to you. Number one being the most beneficial.

\_\_\_ guest speaker

\_\_\_ group activity on guidelines

\_\_\_ discussion by facilitator on prevention

\_\_\_ film

\_\_\_ discussion by facilitator of techniques

\_\_\_ school psychologists presentation of behavior of management systems

4. Comments:

## SESSION FOUR

### THE METHODS OF INSTRUCTION

Rationale: An understanding of individualized and small group instruction is essential for its effective implementation.

Goal 6: Aides will become more competent in assisting with academic instruction.

#### Objectives

#### Presentation/Activities

- |     |  |   |
|-----|--|---|
| 6.1 | Participants will gain awareness of the necessity of heeding strengths and weaknesses of individual students.                      | 1. Handout 1, Agenda.<br>Discussion by facilitator of individual differences of students:<br><br>-Diagnostic-prescriptive method<br><br>-Pretesting for placement<br><br>-Progress checks<br><br>-Posttesting for mastery<br><br>-Sequential learning |
| 6.2 | Participants will increase their awareness of their need to be knowledgeable of curriculum materials, their goals, and objectives. | 1. Discussion by facilitator of significance of appropriate curriculum materials<br><br>-Selection by teacher<br><br>-Teacher's expectations for students   |

<u>Objectives</u>	<u>Presentation/Activities</u>
6.3 Participants will develop awareness of motivational techniques for individual students.	1. Discussion by facilitator of the use of praise. Handout 2, Various Ways to Praise
6.4 Participants will realize the significance of their role in assuming control of the prescribed program.	1. Discussion of aide's assumption of responsibility to supervise the program thus allowing the teacher to develop other areas.  2. Demonstration by a highly skilled and experienced teacher-aide team of an effective individualized instructional program

Goal 7: Aides will become more competent in assisting with academic instruction with small groups of students.

<u>Objectives</u>	<u>Presentation/Activities</u>
7.1 Participants will increase their confidence in their ability to work with small groups.	1. Discussion by facilitator of significant role aide plays in assisting in instruction in the following ways:  -Reinforcement activities  -Drill  -Games  -Supplementary materials  -Leading discussion groups following a basic outline of main points  -Monitoring learning centers  -Reading a story

Objectives

7.2 Participants will appreciate the underlying principles of teaching a new concept.

7.3 Participants will develop awareness of different ways students learn.

Presentation/Activities

1. Demonstration and explanation by a special education teacher of the model, lead, teach design
2. Discussion by facilitator of direct instruction techniques:
  - Attending behavior
  - Task analysis
  - Effective correction procedures
  - Significance of maintaining a success oriented environment
  - Evaluative techniques
1. Guest speaker will discuss learning styles and their implications for education.
2. Presentation of multi-modality materials by facilitator
3. Feedback Form, Handout 3
4. Preview of next session

Handout 1

Bremerton Public Schools

Aide In-service Workshop

SESSION FOUR

THE METHODS OF INSTRUCTION

Agenda

- I. Welcome
- II. Review of Past Session
- III. Today's Session - THE METHODS OF INSTRUCTION

Goal 6: Aides will become more competent in assisting with academic instruction.

Objectives

- 1. Participants will gain awareness of the necessity of heeding strengths and weaknesses of individual students.
- 2. Participants will increase their awareness of their need to be knowledgeable of curriculum materials, their goals, and objectives.
- 3. Participants will develop awareness of motivational techniques for individual students.
- 4. Participants will realize the significance of their role in assuming control of the prescribed program.

Goal 7: Aides will become more competent in assisting with academic instruction with small groups of students.

Objectives

- 1. Participants will increase their confidence in their ability to work with small groups.
- 2. Participants will appreciate the underlying principles of teaching a new concept.
- 3. Participants will develop awareness of different ways students learn.

Handout 2

Bremerton Public Schools

Aide In-service Workshop

VARIOUS WAYS TO PRAISE

Terrific

Fantastic

This shows a great deal of effort

Impressive

Way to go

You really have the idea, now

Marvelous

This is bulletin board material

All right

For sure

Lovely

Great Job

Good thinking

Good remembering

Good job

Tremendous

Out of your way, now

You have made my day

Super

Superb

Keep up what you are doing

Excellent!





## SESSION FIVE

### THE CHARACTERISTICS OF EXCEPTIONAL STUDENTS AND STRATEGIES FOR THEIR INSTRUCTION

Rationale: A fundamental knowledge of the characteristics of exceptional students and strategies for their instruction is essential in order for appropriate, effective education to take place.

Goal 7: Participants will gain an understanding of the characteristics of exceptional students and strategies for assisting in their academic instruction.

<u>Objectives</u>	<u>Presentation/Activities</u>
7.1 Participants will increase their knowledge of students with learning disabilities.	<ol style="list-style-type: none"><li>1. Handout 1, Agenda. Sound synchronized slide presentation "Paraprofessionals Working with Learning Disabled Students"</li><li>2. Discussion by facilitator of the following characteristics:<ul style="list-style-type: none"><li>-Wide discrepancies of abilities</li><li>-Language disorders</li><li>-Reading problems</li><li>-Emotional problems</li><li>-Poor self-concept</li></ul></li></ol>

ObjectivesPresentation/Activities

- |     |   |  |
|-----|---|--|
| 7.2 | Participants will increase their knowledge of students with emotional handicaps             | <ol style="list-style-type: none"> <li>3. Handout 2, Characteristics of Students with Learning Disabilities and Strategies for Instruction</li> <li>4. Extensive discussion of this handout by facilitator</li> <li>1. Sound synchronized slide presentation, "Paraprofessional Working with Emotionally Disturbed Students"</li> <li>2. Discussion by facilitator of the following characteristics:             <ul style="list-style-type: none"> <li>-Short attention span</li> <li>-Inappropriate behavior</li> <li>-Low frustration level</li> <li>-Difficulty in forming relationships</li> </ul> </li> <li>3. Handout 3, Characteristics of Students with Emotional Handicaps and Strategies for Instruction</li> <li>4. Extensive discussion of this handout by facilitator</li> </ol> |
| 7.3 | Participants will increase their knowledge of mildly-moderately mentally retarded students. | <ol style="list-style-type: none"> <li>1. Sound synchronized slide presentation, "Paraprofessionals Working with Educable Mentally Retarded Students"</li> <li>2. Discussion by the facilitator of the following characteristics:             <ul style="list-style-type: none"> <li>-Short attention span</li> <li>-Easily frustrated</li> <li>-Low verbal activity</li> </ul> </li> </ol>  |

ObjectivesPresentation/Activities

- Slow in responding
  - Poor short-term memory
  - Poor long-term memory
  - Difficulty in attacking problems
  - Difficulty in making generalizations
  - Cautious about new experiences
3. Handout 4, Characteristics of Mildly-Moderately Mentally Retarded Students and Strategies for Their Instruction
  4. Extensive discussion of this handout by facilitator
  5. Summary discussion by facilitator of an appropriate education for exceptional students
  6. Feedback Form, Handout 5

Handout 1

Bremerton Public Schools

Aide In-service Workshop

SESSION FIVE

THE CHARACTERISTICS OF EXCEPTIONAL STUDENTS  
AND STRATEGIES FOR THEIR INSTRUCTION

Agenda

- I. Welcome
- II. Review of Past Session
- III. Today's Session - THE CHARACTERISTICS OF EXCEPTIONAL STUDENTS AND STRATEGIES FOR THEIR INSTRUCTION

Goal 7: Participants will gain an understanding of the characteristics of exceptional students and strategies for assisting in their academic instruction.

Objectives

- 1. Participants will increase their knowledge of students with learning disabilities.
  - 2. Participants will increase their knowledge of students with emotional handicaps.
  - 3. Participants will increase their knowledge of mildly-moderately mentally retarded students.
- IV. Feedback Form

Handout 2

Bremerton Public Schools

Aide In-service Workshop

CHARACTERISTICS OF STUDENTS WITH LEARNING  
DISABILITIES AND STRATEGIES  
FOR INSTRUCTION

CharacteristicsTeaching Strategies

Wide discrepancies in their abilities:

Identify areas of strength; maximize use of these areas.  
Identify areas of weakness; provide remediation and/or alternate activities.  
Provide "crutches" for problem areas.

Frequently exhibit disorders in spoken and written language:

Provide appropriate remediation. Allow alternate methods of expression.  
Permit student to work from his ability and achievement levels.

Frequently exhibit reading problems:

Provide appropriate remediation. Provide reading materials at appropriate level of difficulty.  
Provide instruction through other channels and media.

Frequently develop emotional problems:

Set realistic time and achievement requirements. Provide adequate success experiences.  
Give recognition for achievements.

Poor self concept:

Provide success experiences. Avoid embarrassment. Show acceptance of student.

Handout 3

Bremerton Public Schools

Aide In-service Workshop

CHARACTERISTICS OF STUDENTS WITH EMOTIONAL  
HANDICAPS AND STRATEGIES FOR  
THEIR INSTRUCTION

CharacteristicsClassroom Strategies

Short attention span due to stress:

Arrange seating to discourage daydreaming and/or distraction.  
Call on student, or in some other way demand his attention frequently.  
Give assignments which are interesting and relevant to him.

Inappropriate behavior:

Ignore inappropriate behavior unless potentially dangerous.  
Reward (reinforce) appropriate behavior.  
Manage classroom to minimize opportunities for inappropriate behavior.  
Avoid taking personal offense at inappropriate behavior.  
Show acceptance of student despite inappropriate behavior.

Low frustration level:

Keep length and difficulty of assignments within the stress tolerance of the student.  
Manage classroom to avoid grouping of disturbed student with those who are intolerant of him.  
Be flexible about deadlines.  
Give help, guidance, and support as needed by the student.

Difficulty in forming relationships:

Allow disturbed student to work with those whom he can relate with.  
Strive to establish a warm relationship with the student.

Handout 4

Bremerton Public Schools

Aide In-service Workshop

CHARACTERISTICS OF MILDLY - MODERATELY MENTALLY  
RETARDED STUDENTS AND STRATEGIES FOR  
THEIR INSTRUCTION

Learning CharacteristicsTeaching Strategies

Short attention span:

Short periods of activity.  
Appropriate degree of  
difficulty.  
Attractive materials.  
Activity related to the  
interests and needs of the  
person.

Easily frustrated:

Keep challenge appropriate for  
the ability level of the  
person.  
Give directions slowly; use  
words that the person can  
understand.  
Be specific and consistent in  
giving directions.  
Give encouragement and praise.

Low verbal activity:

Use simple vocabulary and  
sentences. Choose written  
materials close to their  
level.  
Use pictures, illustrations,  
and demonstrations.  
When possible encourage person  
to tell what they are doing  
as they do it.

Slow in responding:

Introduce one idea or step at  
a time.  
Keep questions simple and  
direct.  
Allow adequate time to respond.

Poor short term memory:

Relate the new to something  
already known.  
Establish orderly procedures.  
Provide new learning in small  
doses.  
Provide practical examples.  
Provide repetition and  
practice.



Learning CharacteristicsTeaching Strategies

Poor long term memory:

Practice new learning as quickly as possible.  
Review each time you see person.  
Work with parents to be sure learning is practiced at home.

Difficulty in attacking problems.

Show what to do while you tell.  
Have student show that he understands what to do.  
Simplify procedures as much as possible.  
Help student attack problem one step at a time (task analysis).

Difficulty in making generalizations:

Keep concepts as basic as possible.  
Present concrete experiences using all senses.  
Show how various ideas and activities are similar.

Cautions about new experiences:

Move from familiar to unfamiliar.  
Give reassurance to student in his new experience.  
Allow student adequate time to make adjustment.



CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This project resulted from a need perceived within the Bremerton School District to provide in-service training for secondary special education aides. The purpose of the in-service training program was to improve special education instruction. Many aides originally hired in noninstructional capacities were being utilized as teaching assistants with no training for their new roles. The in-service training model was designed to provide the necessary rudimentary foundations and background for these expanded positions.

Special education services and programs have increased dramatically since the passage of Public Law 94-142. As these have increased, the role of the teacher and of the aide have expanded to fulfill enlarged expectations. Competent and well trained certificated teachers, therefore, need capable and trained aides to assist in the delivery of programs. Though a great many training practices were examined, none of the existing programs appeared appropriate for Bremerton. Thus this design was developed for an in-service training program.

### Conclusions

The needs assessment was conducted via personal interviews with five administrators, five teachers, and five aides. The results indicated a definite need for in-service training for aides. The interviews further identified the prioritized topics to be covered in the training program. The areas of professionalism, discipline, instructional methods, and characteristics of exceptional students constituted the basis of the program. Subject area preparation was one prioritized area determined too extensive to be covered in this model.

A review of the literature was conducted to research existing in-service training programs and guidelines for their successful execution. Varied approaches and diverse training programs were shown to exist. The design of the in-service training model incorporates guidelines for effective programs suggested in the literature search.

### Recommendations

As a result of completing this project, it is recommended that additional in-service be developed to cover the training areas specified in the needs assessment. In a future workshop design, the following topics could be covered: academics, district policies, time management, exposure to new materials, ways to deal with stress, audio-visual equipment, burnout, and clerical skills.

It is also recommended that teachers receive training relevant to their relationship to the aide training program. Increased motivation to practice new found attitudes and skills can be more assured if cooperation and support of teachers is strengthened.

It is further recommended that the training sessions be taped and a compilation of the handouts be organized in a hardbook format for future delivery of this workshop on an individual or group basis. This would facilitate the future utilization of this model in and out of the district.

A last recommendation is that some method of providing incentive for participation be devised. There is a wide continuum of possibilities. A certificate commending participants for their completion of the training program is at one end and may be sufficient. College credit and the status derived from obtaining it is at the other end of the continuum. A course offered by the local community college in conjunction with the district would provide the latter type of recognition and incentive.

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APPENDIX A  
NEEDS ASSESSMENT FORM

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Needs Assessment

Name:

Position:

1. Does the respondent think that there is a need for in-service training of secondary special education instructional aides?

Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_

2. In what areas do you think the training is needed? Please indicate a minimum of five areas in priority order. Number five indicates the highest priority.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

3. Does the respondent feel that it would be feasible to conduct an in-service training program in the future?

Yes \_\_\_\_\_ No \_\_\_\_\_ Do not know \_\_\_\_\_

APPENDIX B  
NEEDS ASSESSMENT RESULTS

APPENDIX B  
NEEDS ASSESSMENT RESULTS

Questions	(1)	(2) Prioritized Areas of Training												(3)	
		Academics	Audio-Visual	Burnout	Characteristics and Strategies	Clerical Skills	District Policies	Exposure to New Materials	Instructional Methods	Behavior	Professionalism	Stress	Testing		Time Management
Respondent	Need for Training														
<b>Admin.</b>															
1	Y*				4		1		2	3	5				Y
2	Y		1		3				2	4	5				Y
3	Y					2		1		3	5			4	Y
4	Y	3		1					4		5	2			Y
5	Y				4	1			2	3	5				Y
<b>Subtotal</b>	<b>5Y</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>13</b>	<b>25</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>5Y</b>
<b>Faculty</b>															
1	Y	5			3	1			2		4				Y
2	Y	4	2						3	5			1		Y
3	Y							3	5	2	4			1	Y
4	Y	5	1						4	3	2				Y
5	Y	4			2				3	1	5				Y
<b>Subtotal</b>	<b>5Y</b>	<b>18</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>17</b>	<b>11</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>5Y</b>
<b>Aides</b>															
1	Y	3			5			1	2	4					?
2	Y	5			1					4	3	2			?
3	Y	4						3	1	5	2				?
4	Y	4			5	1			2		3				?
5	Y	5							2	3	4	1			?
<b>Subtotal</b>	<b>5Y</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>16</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5?</b>
<b>Totals</b>	<b>15Y</b>	<b>42</b>	<b>4</b>	<b>1</b>	<b>27</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>34</b>	<b>40</b>	<b>52</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>10Y 5?</b>

Note. \*Y = Yes, \*N = No, ? = Do not know, Y-5 = Individual respondent's top five priorities (5 = highest priority).

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