

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.

COURSE NUMBER:

PARA 125

COURSE TITLE:

PARAEDUCATOR VI

SEMESTER CREDIT HOURS:

1

DEPARTMENT:

Paraprofessional and Developmental
Disabilities

DIVISION:

Workforce Education/Community Service

PREREQUISITES:

Paraeducator I, II, III, IV and V
Employed by school district or interlocal

COURSE DESCRIPTION:

This one credit-hour course is divided into eighteen topical areas: Working with Students with Low Vision; Working with Students Who Are Blind; Working with Students Who Are Deaf or Hard of Hearing; Supporting Students with Severe Emotional Disturbance; Strategies to Defuse a Defiant Student; Assisting Struggling Readers with Their Textbook Assignments; Positioning a Student for Microswitch Use; Adapting Microswitches and Battery-Operated Devices; Constructing a Simple Microswitch; Microswitches and Environmental Controls; Microswitch Use in the Classroom; Setting Up a Classroom for Assistive Technology Use; Understanding Early Childhood Disabilities; Developmentally Appropriate Practices in Early Childhood; Community-Based Instruction; Negotiation and Conflict Resolution Skills for Paraeducators; Students with Specific Learning Disabilities; Managing a Student in Crisis.

COURSE OUTCOMES AND COMPETENCIES:

Students who successfully complete all topic areas will be able to:

1. Work with Students with Low Vision

- Learn about common causes of visual impairment in children in the United States.
- Learn terminology and abbreviations associated with visual impairments.
- Identify optical and non-optical devices that aid a student with low vision in the classroom.
- Identify typical supporting roles for those who assist a student with low vision in the classroom.

2. Work with Students Who Are Blind

- Learn terminology associated with blindness.
- Identify common myths and facts about blindness.
- Learn about the expanded core curriculum.
- Gain a basic understanding of orientation and mobility.
- Identify the paraeducator's role in supporting a student with blindness.

3. Work with Students Who Are Deaf or Hard of Hearing

- Gain a brief understanding of the Deaf culture.
- Define the terms *deaf* and *hard of hearing*.
- Learn the different sign languages and systems used by people who are deaf or hard of hearing.
- Learn where American Sign Language originated.
- Learn effective communication skills for working with a student who is deaf or hard of hearing.
- Identify difficulties that a student who is deaf or hard of hearing may encounter.
- Identify functional American Sign Language words.

4. Support Students with Severe Emotional Disturbance

- Understand the definition of, and characteristics associated with, emotional disturbance.
- Learn ways to support students identified with severe emotional disturbance by providing the appropriate academic support, positive behavioral supports, and social and personal skills instruction.
- Learn discipline traps to avoid when supporting students who have an emotional disturbance.

5. Defuse a Defiant Student

- Understand the challenges of working with defiant students.
- Learn the five stages of defiant behavior and the appropriate intervention at each stage.
- Learn how to communicate appropriately through body language and voice tone.
- Learn how to counteract his or her unreasonable expectations.
- Learn how to set limits effectively.

6. Assist Struggling Readers with Their Textbook Assignments

- Understand the difficulty a struggling reader has when navigating a textbook.
- Learn the different types of text.
- Understand the skill areas required to navigate textbooks.
- Learn the importance of instructional strategies to assist students before, during, and after reading textbook selections.

7. Position a Student for Microswitch Use

- Learn the paraeducator's role as it relates to positioning a student for assistive technology microswitch use.
- Identify the different attributes of a microswitch.
- Learn the different activation sites on the student's body to activate a microswitch.
- Define the terms associated with using a microswitch.

8. Adapt Microswitches and Battery-Operated Devices

- Identify the tools needed to adapt microswitches and battery-operated devices.
- Identify a microswitch that is easy to adapt for activating a battery-operated device.
- Identify a battery-operated device that is easy to adapt for use with a microswitch.
- Follow the steps needed to adapt a microswitch or battery-operated device for a specific student with a disability.
- Define the terms associated with adapting microswitches and battery-operated devices.

9. Construct a Simple Microswitch

- Identify the tools needed to construct a simple microswitch.
- Collect materials to use for constructing a simple microswitch.
- Identify examples of a simple microswitch.
- Follow the steps to construct a simple microswitch that matches the needs of a specific student with a disability as prescribed by the IEP team.

10. Understand the Use of Microswitches and Environmental Controls

- Identify the features of a microswitch and environmental control tool box.
- Identify the considerations when developing a microswitch and environmental control tool box.
- Identify the materials to be compiled for a microswitch and environmental control tool box.
- Identify the hierarchy of microswitch use.
- Define the terms identified with microswitches and environmental controls.

11. Understand Microswitch Use in the Classroom

- Learn the paraeducator's role as it relates to helping students with disabilities access their educational experiences through the use of microswitch activation and attached devices.
- Identify the four reasons for using microswitches in education for a student with a disability.
- Identify the skills that microswitches promote and enhance.
- Explain the characteristics that should be considered when selecting microswitches for a student with a disability to use.
- Identify appropriate times and activities that a microswitch would be used with a student having a disability.

12. Set Up a Classroom for Assistive Technology Use

- Learn the five aspects to consider when setting up a classroom environment for a student with a disability using assistive technology.
- Demonstrate best practices for ensuring successful integration of assistive technology into the student's educational environment.
- Demonstrate best practices for developing meaningful and functional activities using assistive technology in the student's learning environment.
- Explain the concepts of a classroom setup when implementing assistive technology support.
- Describe an Assistive Technology Integration Plan.

13. Understand Early Childhood Disabilities

- Gain information regarding the historical and current status of early intervention and early childhood disability services.
- Gain information regarding the importance and goals of early intervention services.
- Gain information related to the steps that lead to providing early childhood disability services.
- Gain understanding of the types of early childhood disability services available to young children.
- Gain information related to best practices in preschool early intervention.

14. Understand Developmentally Appropriate Practices in Early Childhood

- Define and outline basic guidelines of developmentally appropriate practice in early childhood education.
- Discuss the role of play in developmentally appropriate practice.
- Identify the components of a DAP classroom, including types of learning experiences and physical setup.
- Understand the role of the teaching staff in the DAP classroom.
- Understand the impact of DAP on early childhood disability services.

15. Understand Community-Based Instruction

- Understand the principles of community-based instruction.
- Learn why community-based instruction is an important part of the curriculum.
- Understand the importance of person-centered planning and future-oriented planning.
- Learn the difference between field trips and community-based instruction.
- Know when to include community-based instruction in a student's curriculum.
- Give some examples and activities for community-based instruction.

16. Practice Negotiation and Conflict Resolution Skills for Paraeducators

- Understand how conflict affects special education.
- Understand common responses to conflict.
- Learn a problem-solving and conflict resolution process for tackling special education disagreements.

17. Assist Students with Specific Learning Disabilities

- Define *learning disability*.
- Understand why paraeducators need to know about the characteristics of students with learning disabilities.
- Outline three broad categories primarily affected by learning disabilities.
- Identify accommodations and strategies to help students with learning disabilities.
- Identify ways to help and encourage students with learning disabilities.

18. Manage a Student in Crisis

- Understand what a student in crisis looks like and acts like.
- Learn the four stages of the Crisis Development Model.
- Know how to plan for a behavioral crisis situation.
- Learn skills for dealing with a student engaging in crisis behavior.
- Understand how to respond after the crisis is over.