



Supporting Students with Disabilities in Inclusive Schools *A Curriculum for Job-Embedded Paraprofessional Development*

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

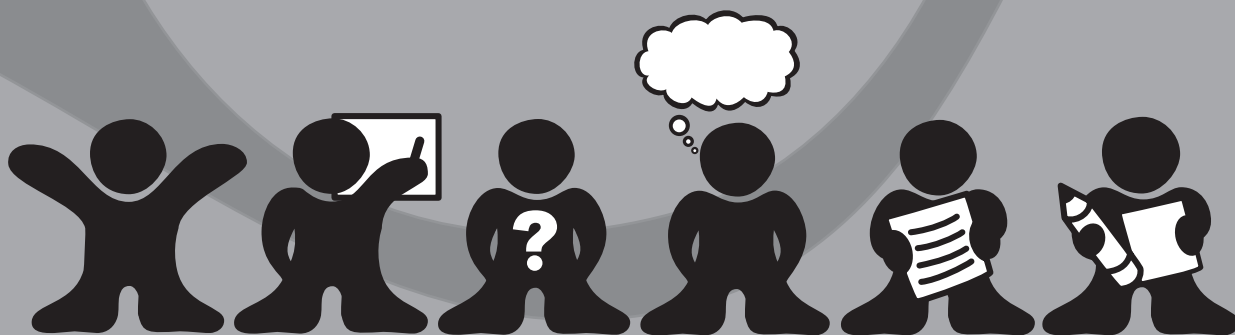
*Institute on Community Integration (UCEDD)
and Department of Educational Policy and Administration*



The College of Education
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Facilitator Manual

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U.S. Office of Special
Education Programs



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Institute on Community Integration
University of Minnesota
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150 Pillsbury Dr. SE
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Web: <http://ici.umn.edu>
Email: publications@icimail.coled.umn.edu
Tel: 612-624-4512

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Finally, we would like to extend our appreciation to all of the students, families, and special education staff and colleagues who over the course of our careers have taught us so much about supporting quality programs and the extraordinary learning that occurs for students when educational team members work together creatively.

Welcome!

Welcome to *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development*. The purpose of this curriculum is to offer materials and strategies for use by special educators to teach paraprofessionals to effectively support individual students with disabilities, most notably students with moderate to severe disabilities who require individualized support for all or part of the school day. While some of the content may be applicable for paraprofessionals who work in other educational settings or with students with higher incidence disabilities (e.g., learning disabilities, emotional behavioral disabilities), this paraprofessional development curriculum focuses most specifically on supports for students with moderate to severe disabilities.

We invite you to become familiar with this curriculum, expand on it with your expertise, extend it with specific material relevant to your program and the students you serve, and enhance it with examples of your students and school. We wish you well as you create a development process that effectively meets the needs of students and staff in your program.

Gail Ghere
Jennifer York-Barr
Jennifer Sommerness

Curriculum Overview

As mentioned in the *Welcome* letter, *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development* was developed to support special educators in their role of teaching paraprofessionals to work with students who have disabilities. The overall goals of the curriculum are for paraprofessionals to —

- Understand their roles and responsibilities in providing instructional support for students.
- Develop knowledge and skills that directly relate to their work supporting students.
- Appropriately use the knowledge and skills in inclusive environments.
- Provide accurate and meaningful feedback about student performance to special educators and other team members.

The curriculum is NOT designed as an orientation for paraprofessionals to a school district or school. Many districts offer a handbook and orientation session to introduce new employees to their organization. Frequently, this includes district policies and procedures, confidentiality, vulnerability, the basics of special education, federal special education law and the IEP, and an introduction to disabilities. This curriculum does not cover these topics. Instead, the focus is on increasing the knowledge and skills for providing direct instructional and social support to students

Content of the Paraprofessional Development Curriculum

There are two main components to this curriculum packaged in the three-ring binder: the bound *Facilitator Manual* and the loose-leaf *Paraprofessional Handouts*. The *Facilitator Manual* provides guidance in instructional presentation for the facilitator, and the *Paraprofessional Handouts* provide the master copies of materials to be duplicated and distributed to the staff development participants. Background information, facilitation notes, and instructional design suggestions are offered in the *Facilitator Manual*. Facilitators are encouraged to spend time before each session reading through the manual and reviewing the information on each of the handouts. (See the *Question and Answer* items on pages 10–13 for additional ideas about preparing for the sessions.)

There are four instructional parts to this paraprofessional development curriculum with a total of seven instructional units as shown in Figure 1. Each unit is described below, along with the respective desired outcomes for paraprofessionals.

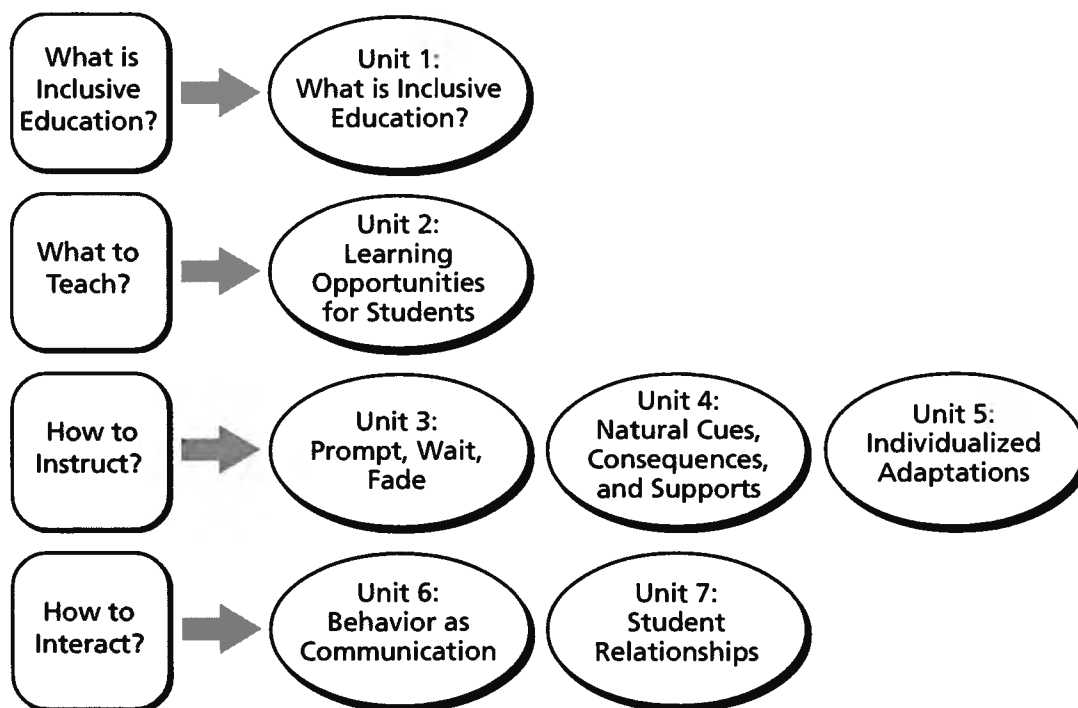


Figure 1. Overview of the four instructional parts of the curriculum and the seven individual units.

Unit 1: What is Inclusive Education?

Inclusive education is described and student examples are offered to illustrate what inclusive education can look like in practice.

Desired Paraprofessional Outcomes

- To understand what inclusive education is and why it is important for students with disabilities.
- To understand their role in implementing effective programs for students in inclusive environments.
- To review pertinent student information to prioritize student instruction across the school day in different environments.

Unit 2: What to Teach? Learning Opportunities for Students

Teaching and learning opportunities abound in inclusive schools. This unit provides an overview of three instructional domains for maximizing student learning throughout the school day: (1) participating in routines and transitions, (2) engaging in academic and functional activities, and (3) interacting with others. The importance of students actively participating in all three domains is stressed.

Desired Paraprofessional Outcomes

- To understand the importance of teaching students to participate in the full array of school and classroom activities.
- To identify specific learning opportunities for students with disabilities in inclusive environments.
- To understand the principle of partial participation and how it applies to students with disabilities.
- To be able to observe students in a variety of environments and reflect on the opportunities that are available for students to participate.

Unit 3: How to Instruct? Prompt, Wait, Fade

Students, like all people, move through various stages when learning new skills. This unit provides an overview of appropriate use of prompts, including waiting and fading, to teach students new skills and support them in becoming more independent.

Desired Paraprofessional Outcomes

- To understand that students go through similar stages when they are learning new skills and that how we teach students depends on the stage of learning they are at for a specific skill.
- To understand how prompting, waiting, and fading can be used to teach new skills and to teach students to become more independent.
- To recognize that sometimes adult assistance can hinder student learning rather than support student learning.
- To be able to use prompts, waits, and fades appropriately to teach students new skills.

Unit 4: How to Instruct? Natural Cues, Consequences, and Supports

Students develop greater independence when they recognize, understand and use the cues, consequences, and supports that naturally exist in their environments. Students with disabilities do not always pick up this information. This unit describes natural cues, consequences, and supports and suggests strategies for teaching students to recognize and use them to function independently across environments.

Desired Paraprofessional Outcomes

- To be able to describe the meaning of natural cues, consequences, and supports.
- To understand why it is important for students to recognize and use natural cues, consequences and supports.
- To be able to teach students to recognize and use the natural cues, consequences, and supports in different environments.

Unit 5: How to Instruct? Individualized Adaptations

Some students require individualized adaptations to access various learning environments and curricular, instructional, and social learning opportunities. This unit explains what adaptations are, why they are important, and how they should be implemented to increase student participation and success.

Desired Paraprofessional Outcomes

- To understand what adaptations are and why they are important in the lives of students with disabilities.
- To become familiar with adaptations that could be used to increase student participation in academic, functional, and social situations.
- To reflect on the individual student adaptations for students they support and problem solve additional adaptations that could increase student participation.

Unit 6: How to Interact? Behavior as Communication

Behavior is affected by what is happening in our lives and in the environment around us. This unit provides a framework for understanding how the environment influences behavior and for interpreting behavior as communication. Guidelines for collecting information about behavior are offered.

Desired Paraprofessional Outcomes

- To understand that behavior is influenced by a variety of individual and environmental factors.
- To become familiar with some of the language used when discussing and reflecting on student behavior.
- To reflect on specific students' behaviors and consider why those behaviors may be occurring.

Unit 7: How to Interact? Student Relationships

Developing effective relationships is an important aspect of students' lives. Through relationships, students have more opportunities to belong, to be included in school activities, and to learn. This unit heightens the awareness of the importance of student relationships and provides strategies for facilitating positive relationships between students.

Desired Paraprofessional Outcomes

- To recognize the importance of relationships in our lives.
- To understand the different types of relationships that students with and without disabilities may have in their lives.

- To learn strategies for promoting positive interactions between students with and without disabilities.
- To recognize when and where supports would be useful to enhance positive student interactions throughout the school day.

Instructional Design for the Units







The units were designed based on best practices for adult learning. Adult learning involves a process whereby adults continually use problem solving and questioning to connect new material and ways of doing things with previous learning and experiences. Learning is best when adults actively engage in the learning process and receive feedback on their performance.

The units have an internal structure that is consistent across the whole curriculum. There are six sections in each unit. For easy reference, a unique symbol identifies each section. Figure 2 lists the six unit sections, shows the corresponding symbol, and describes the purpose of the section in each unit.

The next section of the *Facilitator Manual* has a list of questions and answers about the curriculum. The questions and answers provide background information and offer suggestions to consider in planning to teach the curriculum. The questions are —

- What are some of the assumptions underlying this paraprofessional development curriculum?
- Why is this paraprofessional development curriculum unique?
- What are some ways to allocate time for this paraprofessional development curriculum?
- What materials do special educators need to facilitate each unit?
- How should special educators prepare to teach each unit?
- Can the paraprofessional development curriculum be used for individual paraprofessionals?

Figure 2. Symbols and sections within curriculum units.

Symbol	Section	Purpose
	Welcome and Overview	<ul style="list-style-type: none"> To welcome the paraprofessionals to the session; introduce them to the unit and indicate where this unit fits into the whole development series. To share the desired outcomes from their participation in this session and the follow-up activity.
	Personal Reflection	<ul style="list-style-type: none"> To engage the paraprofessionals in personal reflection about an aspect of their lives that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	Why is This Important?	<ul style="list-style-type: none"> To highlight the main points of the personal reflection activity. To generalize to broader learning concepts. To specify how the new learning concepts apply to student learning.
	New Learning	<ul style="list-style-type: none"> To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	Unit Summary	<ul style="list-style-type: none"> To summarize why the unit content is important for student learning and what it means for the role of the paraprofessional.
	Follow-up Activity	<ul style="list-style-type: none"> To provide an activity for transferring the new learning of the unit to the paraprofessionals' work supporting students. To offer a structured opportunity for applying new information and skills. To provide a vehicle for special educators to specifically coach and offer feedback to the paraprofessional about the appropriate application of the content with students they support.

Questions and Answers About the Curriculum

What Are Some of the Assumptions Underlying the Paraprofessional Development Curriculum?

- Students with disabilities are in inclusive environments for a large portion of the school day. Learning in inclusive environments offers important educational opportunities not available in separate, self-contained special education classrooms.
- In order for students to be successful in their education programs, an individualized program based on specific abilities, learning objectives, and characteristics of the learning environment must be thoughtfully developed and intentionally implemented.
- Special educators are licensed professionals who assume overall responsibility for all aspects of students' educational programs including assessing, developing, monitoring, updating, and adapting student programs. Special educators delegate specific instructional responsibilities to paraprofessionals who are taught how to implement these responsibilities and are provided with ongoing direction and input from licensed team members.
- Paraprofessionals are important members of the collaborative teams. They are responsible for implementing student programs that have been developed by licensed special education team members. Paraprofessionals are most likely to be effective with students when: 1) they are treated with respect and valued as adult learners, and 2) they receive opportunities for knowledge and skill development, guidance, reinforcement, and feedback related to specific students and specific learning environments.
- Other team members (for example: general educators, related service providers, and parents) provide important expertise for understanding and meeting the needs of individual students across the school day. These team members are valuable resources for sharing pertinent student information and individualizing paraprofessional development.

Why is This Paraprofessional Development Curriculum Unique?

This curriculum focuses on supporting paraprofessionals in their direct, hands-on interactions with students. There are three unique design components.

- **It is site-based.** This curriculum is intended to be site-based, meaning that the paraprofessional development sessions are taught by the special education staff who lead the student programs and direct the work of the paraprofessionals at a particular school site. Providing training on-site helps to develop and sustain working relationships between special educators and paraprofessionals who work together. It also provides the opportunity for greater individualization to the site-specific circumstances.
- **It is job-embedded.** This curriculum provides the opportunity to apply new learning to specific students and learning environments at a school site. It becomes part of how special educators and paraprofessionals work and learn together. The job-embedded focus aims to increase the knowledge and skills needed for performing regular daily work responsibilities.
- **It incorporates follow-up coaching and feedback.** Each unit requires paraprofessionals to apply new learning in their current work environments. Special educators provide ongoing coaching and feedback about how to implement student programs in the actual learning environments. This is critical. Without follow-up coaching, paraprofessionals are left on their own to figure out how to transfer the new information to real classroom settings with actual students. Supporting and monitoring transfer of learning is an essential role of special educators.

What are Some Ways to Allocate Time for This Paraprofessional Development Curriculum?

There are two allocations of time needed to successfully use this paraprofessional development curriculum. First, there must be time for the special educators and paraprofessionals to engage with the unit materials in more formal sessions. Some ways to do this are —

- Schedule sessions before or after school.
- Rearrange daily staff schedules once every two weeks to free paraprofessionals and a special educator for a block of time during the school day.
- Begin the curriculum opening week before school begins and use regularly scheduled staff development days for additional units.

Second, time must also be devoted to the follow-up activities, coaching, and feedback. Special educators can arrange this by —

- Using their regularly scheduled time in general education classrooms for coaching.
- Building a “flex day” into weekly schedules. Once a week, a half or full day is scheduled as a flexible block of time to work directly with students and paraprofessionals in various learning environments. Special educators model how to work with students and observe and provide feedback to paraprofessionals as they work with students. The “flex time” may vary from week to week. For example: The flex time could be on Monday afternoon, and the next week on Thursday morning.
- Meeting with paraprofessionals daily or once a week for short periods of time before or after school.

What Materials Do Special Educators Need to Facilitate Each Unit?

Two sets of materials are needed to facilitate a session: a) the *Paraprofessional Handout* pages for the unit, and b) the associated *Unit Guide* pages from the *Facilitator Manual*. A set of handouts should be copied from the originals to give to each paraprofessional. Special educators may want to supplement the units with specific material pertinent to their programs and the students they teach. Depending on the size of the group, it may also be desirable to make transparencies of selected unit pages to assure everyone is working on the same page and to refocus attention when moving from small group work to whole group work. If needed for accountability in your district, refer to page 95 for a sample form for documenting paraprofessional participation in the curriculum.

How Should Special Educators Prepare to Teach Each Unit?

Keep in Mind the Principles of Adult Learning

Remember that adults learn best when they are actively involved in their own learning and when they see direct relevance to their work. The unit design purposefully incorporates a variety of teaching strategies: including individual reflection, small group work, whole group work, and ongoing special educator feedback. The number of participants will affect decisions about how to group participants. As much as possible, incorporate strategies where the paraprofessionals are engaging actively with the materials and are reflecting on their specific work circumstances.

Become Familiar with the Materials

Some ideas for acquainting yourself with both the content and the process are —

- Read through the materials. Highlight key points. Make notes about points you want to emphasize and expand on. Jot down student examples.
- Create your own outline or visual map of each unit's content and sequence.
- Complete the activities with specific students in mind. This may require observing or taking a fresh look at students in specific learning activities during the school day.
- Refer to the *Unit Guide* for helpful hints about facilitating each unit.
- Talk through the unit with a colleague. Exchange ideas about how to best teach the information and engage the paraprofessionals.
- Write teaching/facilitation notes as you prepare the units. At the start of each *Unit Guide* in the *Facilitator Manual* is a page labeled *Facilitator Notes About This Unit* for this purpose.

Adapt the Material or Add Specific Examples

Special educators are the “in-house” experts on their students. One way to substantially increase the learning and application of the units is to use your expertise to adapt the materials to address your particular program and student needs. For instance, you might be using a specific behavior reinforcement plan at your school. Consider weaving this information into the unit or adding another session specifically on this topic. Adding your own student examples and applications will also help paraprofessionals understand and use the material.

Decide on a Physical Arrangement for Each Paraprofessional Development Session

This includes where the session takes place, how to arrange the chairs and tables, how to group paraprofessionals, and time. Your decisions will be influenced by the size of the group.

- If possible, identify a room where you will not be repeatedly disturbed during the session and where the paraprofessionals can talk without disturbing other persons or groups.
- Consider how you want to group the participants. Do you want participants to choose their own small groups? Do you want to randomly assign groups to encourage participants to work with new colleagues? Or, do you want to organize groups of individuals that you know work well together?
- When you have the option to physically rearrange the room, consider what this might look like. Do you want the participants to sit in a semi-circle so everyone can see everyone else? Or, to sit at tables in groups of three or four to facilitate small group work?

- Manage the time during the session. The units are designed to move along at a relatively fast pace to keep individuals engaged in their learning and to avoid running out of time. Discussion time is built into the unit design. However, if discussions go off on tangents or fix on the dynamics between one student and one paraprofessional, then group learning can suffer. Be alert to these pitfalls and prepared to refocus the group to the material. Some individual concerns are most appropriately addressed outside of the session.

List a Variety of Ways to Enlist Active Participation

Learning requires active engagement. To maximize participation by each person (and to minimize domination by a few), make use of —

- **Pair shares:** Direct the paraprofessionals to take turns sharing with one other person.
- **Individual highlighting:** Ask each person take a few minutes to read a section and highlight or underline key words or phrases.
- **Notes in margins:** Ask the paraprofessionals to jot any thoughts, ideas, key points, or questions as they are reading the handouts or when they are doing the follow-up activity in the classrooms.
- **Round robins:** Invite each person to offer her/his perspective one at a time going around the circle.

Validate and Support the Learning Embedded in the Follow-up Activity

Training without follow-up application and coaching is known to be ineffective for changing adult behavior. For follow-up activities to be taken seriously by the paraprofessionals, special educators need to recognize and value the time and effort paraprofessionals put into the activity. This is achieved by doing the following —

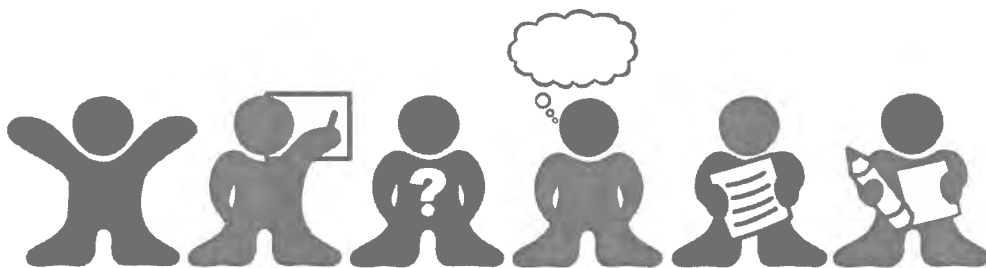
- At the end of each session, explain the follow-up activity to the paraprofessionals and its importance in supporting student learning.
- Suggest specific circumstances in which paraprofessionals might use the follow-up activity. For example: "With Claudia during science."
- If time allows, provide 5–10 minutes at the beginning of the next session to dialogue as a group about the previous session's follow-up activity. Ask "What did you learn when you did the activity? What questions do you have? What more would you like to learn about this?" Think about how you might meet the needs that are identified.
- Schedule times for follow-up coaching to talk about the activity. Model what effective instruction looks like for each student. Ask the paraprofessional to demonstrate the skill for you. Continually reinforce what is going well and refine areas that need improvement.

- After the development curriculum is completed, periodically use the follow-up activities for feedback on student participation in general education environments and as review for paraprofessionals on how to provide instructional support. When the follow-up activities are used in this way, the potential for more effective individual student support by paraprofessionals increases along with greater in-depth reflection on how students, in general, are effectively supported.
- Use the terms and talk about the concepts in the units when collaborating on student programs.

Can the Paraprofessional Development Curriculum be Used for Individual Paraprofessionals?

Yes, although this is not the ideal use of the curriculum because interactions among participants enhances learning. The reality is that many paraprofessionals are hired throughout the school year and this hiring is not always aligned with opportunities for pre-arranged, small group development sessions. This means that paraprofessional development needs to be available for individual paraprofessionals during the year. While the units were designed to be taught in site-based sessions to take advantage of the learning embedded in group conversations, they could also be adapted for use by individual paraprofessionals. For such use, special educators should adapt the process by —

- Overviewing the curriculum and the unit material for the individual paraprofessional.
- Highlighting directions on the activity pages.
- Directing the development process. Use each unit's *Contents* page to identify the sections you want the paraprofessional to read and work on before he or she returns to talk with you.
- Scheduling regular opportunities (they could be very short, i.e., 10 minutes) for clarification and ongoing coaching.
- Consider completing the reflection and activity sheets yourself and having your responses available to share with the paraprofessional. This can offer other perspectives and facilitate conversations about the content by highlighting similarities and differences.



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Facilitator Manual

Unit I: What is Inclusive Education?

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

*Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota*

Unit Guide

Title	Unit 1: What is Inclusive Education?
Unit Sections	 Welcome and Overview / p. 21  Personal Reflection / p. 22  Why is This Important? / p. 22  New Learning / p. 22  Unit Summary / p. 25  Follow-up Activity / p. 26 <p>Appendices / pp. 27–33</p> <p><i>The Inclusive Education Myths and Truths Game: Responses to Guide the Facilitator</i></p> <p>Blank Forms for <i>Dan's Day</i></p>
Materials	Unit 1 <i>Paraprofessional Handouts</i>
Time	Approximately 85 minutes. This unit could be offered as one long session or two shorter sessions.
Special Considerations	<p>In addition to the specific guidelines for each section, Unit 1 has two special considerations —</p> <ol style="list-style-type: none"> 1. There are two versions of the <i>Dan's Day</i> example: <ol style="list-style-type: none"> a. <i>Dan's Day — Elementary</i> (Handouts 5–11) is embedded within the <i>Paraprofessional Handouts</i>. b. <i>Dan's Day — Secondary</i> (Handouts 15–21) is located in Unit 1 appendix of the <i>Paraprofessional Handouts</i>. <p>If you are working in a secondary school, an option is to remove <i>Dan's Day — Elementary</i> (Handouts 5–11) from the handouts, insert <i>Dan's Day — Secondary</i> (Handouts 15–21) and adjust the facilitation directions accordingly. You may also want</p>

to create your own example of Dan. Blank forms are provided in the appendix at the end of Unit 1, pages 27–33.

2. As mentioned above, the appendix of Unit 1 has blank *Getting to Know You*, *IEP-at-a-Glance*, and *Learning Objectives Matrix* forms identical to those in the *Dan's Day* examples. It is preferable to have similar information about the students in your program for the paraprofessionals to access. Prior to teaching Unit 1, it is recommended that special educators either complete these forms or use your own customized forms to share information about the actual students the paraprofessionals support.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section Directions



**Welcome
and Overview**

•

**Handouts
1 and 2**

•

10 Minutes

Unit 1: What is Inclusive Education?

Directions —

- Welcome the paraprofessionals who are participating in the session. Introduce the whole curriculum by referring the paraprofessionals to the *Curriculum Overview* (Handout 1) and to the *Unit Sections* (Handout 2) to explain how each unit is organized. Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 1: What is Inclusive Education?* The purpose of Unit 1 is for paraprofessionals to understand what inclusive education is, what it looks like, and how the individual parts of student programs fit together to build a cohesive education experience. *Dan's Day* tells the story of a student, Dan, and how his inclusive program is designed, individualized, and supported.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
 - To understand what inclusive education is and why it is important for students with disabilities.
 - To understand the paraprofessionals' role in implementing effective programs for students in inclusive environments.
 - To review pertinent student information to prioritize student instruction across the school day in different environments.

Unit Section Directions



Personal Reflection

•
Handout 3

•
10 Minutes

Thinking About Feeling Included and Excluded

Directions —

- Follow the instructions on Handout 3. Use the reflection questions in the boxes to discuss what inclusion/exclusion means.
- Below is a list of common responses to the questions. If needed, suggest these responses to get the conversation going.

Inclusion: Opportunities, belonging, contributing, choice making, participating, needed, respected, cooperating, welcomed, proud, accepted, useful, valued, happy, successful, confident, secure, good, involved, open, helpful.

Exclusion: Rejected, viewed as different, discriminated against, denied opportunity, denied participation, ignored, seen as inferior, alone, forgotten, angry, resentful, depressed, sad, frustrated, afraid, don't care, aggressive, withdrawn, angry.



Why is This Important?

•
Handout 4

•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.



New Learning

•
Handout 5

•
3 Minutes

What Does Inclusive Education Look Like?: Dan's Day

Dan's Day (Handout 5) is an example of a student with a disability in an inclusive school. The example is designed to help the para-professionals understand how an inclusive education program can fit together. This *New Learning* section has four parts —

1. *Getting to Know Dan*
2. *IEP-at-a-Glance*
3. *Learning Objectives Matrix: What to Teach and When?*
4. *Dan's Day*

Unit Section Directions

Directions —

- Introduce the *New Learning* section of the unit.
 - Read the four parts of *Dan's Day* to the group.
-

**New Learning**

•
**Handouts 6
and 7**

•
10 Minutes

Part 1 — Dan's Day: Getting to Know Dan

Getting to Know Dan (Handouts 6–7) gives a “snapshot” picture of Dan by sharing important information, such as his likes, dislikes, friends, how he communicates, and relevant physical, health, and behavior information. Just as important, it shares which instructional strategies work best for Dan and which have not worked well in the past.

Directions —

- Invite the paraprofessionals to quickly read Handouts 6–7.
 - Ask: If you were supporting Dan, what information would be useful to you? What other information would you like to know?
-

**New Learning**

•
Handout 8

•
10 Minutes

Part 2 — Dan's Day: IEP-at-a-Glance

The *IEP-at-a-Glance* (Handout 8) briefly summarizes some of the most pertinent information from Dan's IEP. It is intended to provide background information to those who work with Dan. Specifically included are: individual learning objectives, the strategies and adaptations used to support his learning, and what activities he needs assistance with during the school day.

Directions —

- Direct the paraprofessionals scan the *IEP-at-a-Glance*.
 - Briefly discuss the terms in each section.
 - Ask: Why is this information important for all team members to know?
-

Unit Section Directions



New Learning

• Handout 9

• 8 Minutes

Part 3 — Dan's Day: Learning Objectives Matrix: What to Teach and When?

The *Learning Objectives Matrix* (Handout 9) quickly identifies when each of Dan's individual learning objectives are priority instructional targets during the school day. It does not mean that these objectives cannot be taught at other times, too. It simply identifies when each objective is intentionally addressed instructionally.

Directions —

- Direct the paraprofessionals to look over the *Learning Objectives Matrix*.
- Discuss how the matrix is organized and how it directly relates to the *IEP-at-a-Glance*.
- Emphasize the importance of providing specific instruction to increase student learning.
- As a group, locate the Arrival and Language Arts periods. Identify what Dan's learning priorities are during these periods.



New Learning

• Handouts 10 and 11

• 12 Minutes

Part 4 — Dan's Day: Dan's Day — Elementary

Handouts 10 and 11 tell the story of Dan's typical school day and how his individual learning objectives are embedded across the school day.

Directions —

- Ask the paraprofessionals to read what a typical day in Dan's fifth grade looks like.
- As a group, identify the Arrival and Language Arts periods. Discuss —
 - How is Dan's program designed so he is working towards greater independence? When is Dan interacting with his classmates?
 - How are Sally's duties different when she is in the cafeteria with Dan versus in Language Arts with Dan?

Unit Section Directions

**New Learning****Handout 12****10 Minutes****The Inclusive Education Myths & Truths Game**

Directions —

- Ask: What is a myth? If needed, explain that a myth is a persistent, commonly held impression or belief that is thought to be factual, but is actually based more on half-truths or fiction.
- For each statement on Handout 12 direct the paraprofessionals to write “M” for MYTH and “T” for TRUTH.
- As a whole group, reflect on the responses. (Note: Suggested responses to the *Myths and Truths* statements are listed on pages 29–30 of this *Facilitator Manual*.)

**Unit Summary****Handout 13****5 Minutes****What is Inclusive Education?**

Directions —

- Read aloud the bulleted points on Handout 13 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the “What is your role?” section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.

Unit Section Directions



Follow-up Activity

Handout 14

IEP-at-a-Glance

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools to the paraprofessionals' work with students.

Directions —

- Ask each paraprofessional to choose one student with whom they work.
- Using the *IEP-at-a-Glance* form (Handout 14), have them review selected parts of the student's IEP and/or interview team members to determine the key points of the student's individual educational plan.
- Schedule a follow-up time with the paraprofessionals to review their findings and discuss the students' plans.

Note: In place of this follow-up activity, an option is to substitute the *Getting to Know You*, *IEP-at-a-Glance*, and *Learning Objectives Matrix* sheets developed for an actual student that the paraprofessional supports. After reading these sheets, the paraprofessionals could then review the student's plan with the special education teacher.

Appendix

The Inclusive Education Myths and Truths Game: Responses to Guide the Facilitator

Forms

- ***Getting to Know You***
- ***IEP-at-a-Glance***
- ***Learning Objectives Matrix***

The Inclusive Education Myths and Truths Game: Responses to Guide the Facilitator

Truth 1. Inclusive education is about creating school communities in which all children are welcomed, accepted, and successful.

Inclusive education means that schools strive to facilitate membership, participation, and high levels of learning for all children, including children with unique learning needs. It involves focusing the energy of teachers, support personnel, and other resources on creating a positive learning environment and on developing individualized learning strategies so that the increasingly diverse population learns well together.

Myth 2. There is a specific “recipe” for making inclusive education work — one way works for all students, all grades, and all schools.

There are some general strategies that work well for creating inclusive programs and schools, but there is not one “recipe” or way of doing things. How inclusive education looks will vary depending on the unique needs and characteristics of students, classrooms, and schools.

Myth 3. In general education classrooms, the only learning objective for all students is the core curriculum (reading, writing, math, science, etc.).

There are many learning opportunities in general education classrooms and schools that extend far beyond the specific curriculum areas. In addition to academic instruction, opportunities include learning how to participate in daily routines and activities and how to interact effectively with a wide range of people. Such learning opportunities create hundreds of teachable moments across the school day for meaningful student instruction.

Myth 4. Inclusive education means that students with disabilities spend 100% of their instructional time in general education classrooms and can never receive instruction elsewhere.

No student — with or without a disability — should spend 100% of his or her school day in a general education classroom. Students can learn in many inclusive school, classroom, and even community environments throughout the school day.

Truth 5. High expectations and good instruction are key factors in learning for all students.

Students learn more when adults believe in their ability to learn, set high expectations, and provide well designed instruction.

Myth 6. The opportunity to socialize with others is the only reason for students with disabilities to be included in general education classes.

Learning how to interact with and be around others is just one of the important reasons for students to learn together. In addition to learning how to interact with other students and adults, they learn academics (if that is appropriate for the student), school and classroom routines, and functional skills.

Myth 7. The people who experience the greatest concern about inclusive education are the classmates of the student with a disability.

For the most part, classmates are open and supportive of students with disabilities, especially when they are invited to participate and support one another.

Myth 8. Having an extra adult in the classroom always promotes participation by students with disabilities.

Having an extra adult in the classroom can be tremendously supportive if the reason for their participation is clear: to facilitate involvement, interactions, and learning for students. Sometimes adults can be a barrier to such involvement and can provide too much assistance which restricts learning and independence.

Adapted with permission from: York Barr, J., Kronberg, R. & Doyle, M.B. (1996). *Creating inclusive school communities: A staff development series for general and special educators: Module 1: A shared agenda for special and general educators. (Form 24C–24F)*. Baltimore: Paul H. Brookes.

Getting to Know You

Student _____ Date _____

1. What do you enjoy about the student?
2. What are some of the student's gifts, can-do behaviors, areas of progress, strengths, and interests?
3. What specific teaching strategies and learning style needs stand out for the student?
4. What strategies have not worked in the past?
5. Who are some of his or her friends? When are they together during the school day?
6. How does the student communicate with others?
7. Does the student have any challenging behaviors? What strategies have been successful?
8. Please list relevant physical or health information (e.g., medications, vision, hearing, motor abilities, chronic health problems).

Adapted with permission from York Barr, J., Doyle, M. B., & Kronberg, R. (1996). *Creating inclusive school communities: A staff development series for general education and special educators. Module 3a: Curriculum as everything students learn in school: Planning for transitions (Form 16)*. Baltimore: Paul H. Brookes.

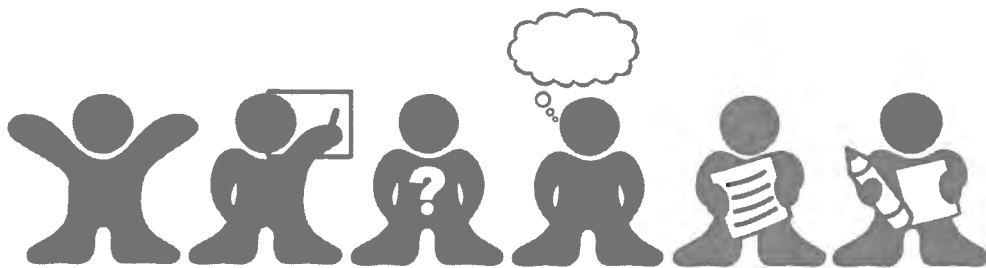
Student _____ **Grade** _____ **Date** _____

Student _____ **Grade** _____ **Date** _____

General Education Class Schedule

[illegible]

A Curriculum for Job-Embedded Paraprofessional Development



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development







Facilitator Manual

Unit 2: What To Teach? Learning Opportunities for Students

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

*Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota*

Unit Guide

Title	Unit 2: What to Teach? Learning Opportunities for Students
Unit Sections	 Welcome and Overview / p. 39  Personal Reflection / p. 40  Why is This Important? / p. 40  New Learning / p. 40  Unit Summary / p. 42  Follow-up Activity / p. 43
Materials	Unit 2 <i>Paraprofessional Handouts</i>
Time	Approximately 70 minutes.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section Directions



Welcome and Overview

• Handouts 1 and 2

• 5 Minutes

Unit 2: What to Teach? Learning Opportunities for Students

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 2 fits into the whole curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 2: What to Teach? Learning Opportunities for Students*. The purpose of Unit 2 is to recognize the learning opportunities for students with disabilities that are embedded throughout the school day, to understand why it is important to teach students to participate in school and classroom routines, and to connect the learning opportunities across the school day to the individual learning objectives for each student. Emphasize that there are many important learning opportunities throughout the school day that are not tied to specific content areas, such as math, language arts, or science.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
 - To understand the importance of teaching students to participate in the full array of school and classroom activities.
 - To identify specific learning opportunities for students with disabilities in inclusive environments.
 - To understand the principle of partial participation and how it applies to students with disabilities.
 - To be able to observe students in a variety of environments and reflect on the opportunities that are available for students to participate.

Unit Section Directions



Personal Reflection

•
Handout 3

•
10 Minutes

Thinking About Participating in Daily Routines

Directions —

- Follow the instructions on Handout 3. Use the reflection questions to discuss the daily routines of the paraprofessionals, why routines are important, and what skills and knowledge they use to be successful in their daily routines.



Why is This Important?

•
Handout 4

•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on the items that you want to emphasize.



New Learning

•
Handout 5

•
3 Minutes

What to Teach? Learning Opportunities for Students

Students must be taught the skills and knowledge that they need to participate in daily routines and activities. Many of these skills are required throughout one's lifetime and in many different environments. The new learning section of this unit has three parts —

1. *Learning in Inclusive Environments: What is Important to Teach Students?*
2. *What Might This Look Like?*
3. *The Principle of Partial Participation*

Directions —

- Introduce the *New Learning* section of the unit (Handout 5).
- Read the three parts that comprise this *New Learning* section.

Unit Section Directions

**New Learning****Handout 6****15 Minutes****Part 1 — What to Teach? Learning in Inclusive Environments: What is Important to Teach Students?**

When we look across the school day, there are many embedded learning opportunities for students. These learning opportunities cluster under three domains: Participating in Routines and Activities; Engaging in Academic and Functional Activities; and Interacting with Others. Each domain is described along with how it applies in schools.

Directions —

- Divide the paraprofessionals into groups of three.
- Within each group of three, assign each paraprofessional a different domain to read on Handout 6.
- Ask that they summarize the main ideas of the domain they read and *why* that particular domain is important to the other group members.
- Ask each group to share the key points of their discussion with the whole group.

**New Learning****Handout 7****10 Minutes****Part 2 — What to Teach? What Might This Look Like?**

Not only is it essential to understand why each of the three domains are important, but also to recognize that students need to be expected and taught how to engage in activities in all of the domains. Students will have individual education needs. Some students have specific learning objectives in all of the domains. Other students have priority needs in only one or two domains. Each student's IEP team identifies the priority areas for each student.

Directions —

- Ask the paraprofessionals to read the items listed under each of the three domains in Handout 7.
- Next to each item, jot down the names of students who are learning these skills or whom the skills might be good priorities for instruction.
- Ask the paraprofessionals to share some of their ideas with the whole group.

Unit Section Directions



New Learning

•
Handout 8

•
10 Minutes

Part 3 — What to Teach? The Principle of Partial Participation

Some activities and routines are very complex and require a high level of skill. Some students will not be able to participate independently in every aspect of each activity. Yet, students can learn even when they participate only partially. Members of students' IEP teams identify where and how individual students can actively participate.

Directions —

- Ask the paraprofessionals to individually read the paragraph about the principle of partial participation at the top of Handout 8. Ask if they have ever been in a similar situation?
- Read aloud the text in the center box to the whole group.
- Ask the paraprofessionals to scan the examples at the bottom of the page. Choose one example to explain in greater detail. For example, related to "One student reads while the other points to the pictures" explain that the student who has a disability is connecting oral language to pictures, expanding his vocabulary, isolating his pointer finger for finer movements, and sitting/attending with a classmate. Even though he is not reading the words, he is learning important skills while interacting with a peer.
- Ask the paraprofessionals to share other examples related to students they support.



Unit Summary

•
Handout 9

•
5 Minutes

What To Teach? Learning Opportunities for Students

Directions —

- Read aloud the bulleted points in Handout 9 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.

Unit Section Directions

**Follow-up
Activity****Handout 10****Learning in Inclusive Environments
Observation Checklist**

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Direct each paraprofessional to choose one student with whom they work.
 - Ask that they carefully observe this student in one class during the next week and that they use the checklist (Handout 10) to think about how that student participates in the class routines and activities. They should make notes about their observations.
 - Schedule a follow-up time with the paraprofessionals to share with you their findings from the checklist and to reflect on their student observations.
-



Supporting Students with Disabilities in Inclusive Schools
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Facilitator Manual

Unit 3: How to Instruct? Prompt, Wait, Fade

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

*Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota*

Unit Guide

Title	Unit 3: How to Instruct? Prompt, Wait, Fade
Unit Sections	<div> Welcome and Overview / p. 49</div> <div> Personal Reflection / p. 50</div> <div> Why is This Important? / p. 50</div> <div> New Learning / p. 50</div> <div> Unit Summary / p. 52</div> <div> Follow-up Activity / p. 53</div>
Materials	Unit 3 <i>Paraprofessional Handouts</i>
Time	Approximately 70 minutes

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section Directions



Welcome and Overview

Handouts 1 and 2

5 Minutes

Unit 3: How to Instruct? Prompt, Wait, Fade

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 3 fits into the whole development series. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 3: How to Instruct? Prompt, Wait, Fade*. The purpose of Unit 3 is to recognize how we learn new skills, so that we can better assist students with disabilities as they learn new skills. We teach students new skills by providing appropriate types and levels of assistance and then fading the assistance as they become more skilled. The outcome is to have students become independent.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
 - To understand that students go through similar stages when they are learning new skills and that how we teach students depends on the stage of learning they are at for a specific skill.
 - To understand how prompting, waiting, and fading can be used to teach new skills and to teach students to become more independent.
 - To recognize that sometimes adult assistance can hinder student learning rather than support student learning.
 - To be able to use prompts, waits, and fades appropriately to teach students new skills.

Unit Section Directions



Personal Reflection

•
Handout 3

•
10 Minutes

Thinking About Learning a New Skill

Directions —

- Follow the instructions on Handout 3.
- Use the reflection questions to discuss the ways we learn new skills in our own lives.



Why is This Important?

•
Handout 4

•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.



New Learning

•
Handout 5

•
3 Minutes

How to Instruct? Prompt, Wait, Fade

Students learn new skills at different rates. How we provide instruction depends on the stage of learning for each student related to the particular skill. We teach students new skills by using a combination of prompts, waits and fades. When students are beginning to learn a new skill, they need more assistance. Eventually, assistance must be faded to promote greater independence. The *New Learning* section of this unit has three parts —

1. *How to Instruct? Prompts*
2. *How to Instruct? Wait and Fade*
3. *When Helping Becomes Hindering*

Directions —

- Introduce the *New Learning* section of the unit on Handout 5.
- Read the three parts that comprise this *New Learning* section.

Unit Section Directions



New Learning

•
**Handouts 6
and 7**

•
15 Minutes

Part 1 — How to Instruct? Prompts

We use prompts to teach students new skills. There are four types of prompts: verbal, modeling, gesturing, and physical. There is no specific recipe for when to use different kinds of prompts. Frequently, we use them in various combinations. Specific prompts are determined based on how individual students respond to various prompts, the abilities of students, their stage of learning a new skill, and the particular environment.

Directions —

- Model and describe each of the four types of prompts in Handouts 6 and 7. Include the special considerations for each type of prompt.
- Ask the paraprofessionals to read the examples for each type of prompt.
- Invite the paraprofessionals to turn to a partner and explain in their own words the four types of prompts and share an example for each.



New Learning

•
Handout 8

•
10 Minutes

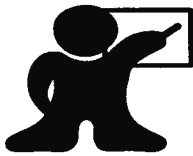
Part 2 — How to Instruct? Wait and Fade

Assistance must be gradually reduced to help students become more fluent and independent with new skills. Students can easily become dependent on prompts from adults. We can sometimes reduce dependence by incorporating wait time after we use prompts or by gradually fading the amount of prompting.

Directions —

- Using Handout 8, explain and demonstrate how wait time is used in conjunction with other prompts. Highlight the special considerations for wait time.
- Explain and demonstrate what fading means. Highlight the special considerations for fading.
- Offer examples of how waiting and fading have been used to increase the independence of students in your program.
- In pairs, have one paraprofessional read the examples for wait time and the other paraprofessional read the examples for fading prompts. Ask each paraprofessional to describe to his or her partner an example that illustrates the meaning of the term.

Unit Section Directions



New Learning

Handout 9

15 Minutes

Part 3 — When Helping Becomes Hindering

Students need to be active participants when learning new skills. They cannot develop skills simply by watching. Sometimes adults help students too much. They perform tasks for the students, rather than prompting the student to perform the skill themselves. Sometimes adults also do not allow students enough time to actively participate. By offering such assistance, adults may think that they are helping students, but they may actually be hindering student learning.

Directions —

- Ask the paraprofessionals to read the items on Handout 9 and jot notes about why this might be happening and how instruction might be improved.
- Choose three to four items. As a large group, discuss what is happening in each example and how instruction might be changed to promote student learning.

For example, related to “In an effort to have the student finish on time, an adult provides more assistance than is needed for the math problems”, explain that the primary learning objective is for the student to learn math. A secondary learning objective might be for the student to finish the assignment. When the adult provides too much assistance, progress towards both objectives is hindered. A preferable strategy would be to clarify with the special education teacher what the student’s priority learning objectives are in this situation and to problem solve alternative solutions (e.g., adapting the assignment, completing the assignment later in the day, providing additional math instruction to review the math concept).



Unit Summary

Handout 10

5 Minutes

How to Instruct? Prompt, Wait, Fade

Directions —

- Read aloud the bulleted points on Handout 10 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the “What is your role?” section to think about and practice during the next week.
- Invite the paraprofessionals to share the item they selected with a partner or with the whole group, as appropriate.

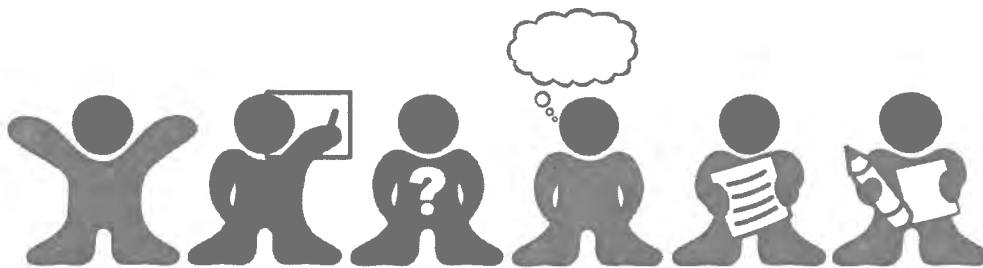
Unit Section Directions

**Follow-up
Activity
•
Handout 11****Student Support: How Are You Providing Instruction?**

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Direct each paraprofessional to choose one student.
 - Ask them to identify three skills that the student is currently learning and then to use Handout 11 to reflect on the support being provided to the student.
 - Schedule a follow-up time for the paraprofessionals to share their observations and to coach how to use prompting, waiting, and fading with individual students.
-



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Facilitator Manual

Unit 4: How to Instruct? Natural Cues, Consequences and Supports

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

*Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota*

Unit Guide

Title	Unit 4: How to Instruct? Natural Cues, Consequences and Supports
Unit Sections	<div> Welcome and Overview / p. 59</div> <div> Personal Reflection / p. 60</div> <div> Why is This Important? / p. 60</div> <div> New Learning / p. 60</div> <div> Unit Summary / p. 62</div> <div> Follow-up Activity / p. 62</div>
Materials	Unit 4 <i>Paraprofessional Handouts</i>
Time	Approximately 60 minutes

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section Directions



Welcome and Overview

•

Handout 1 and 2

•

5 Minutes

Unit 4: How to Instruct? Natural Cues, Consequences, and Supports

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 4 fits into the whole development curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 4: How to Instruct? Natural Cues, Consequences, and Supports*. The purpose of Unit 4 is to recognize the natural cues, consequences, and supports in our everyday environments, and to understand the central role they play in supporting students to become more independent.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
 - To be able to describe the meaning of natural cues, consequences, and supports.
 - To understand why it is important for students to recognize and use natural cues, consequences and supports.
 - To be able to teach students to recognize and use the natural cues, consequences, and supports in different environments.

Unit Section Directions



Personal Reflection

•
Handout 3

•
10 Minutes

Thinking About Natural Cues in Our Environment

Directions —

- Follow the instructions on Handout 3.
- Use the reflection questions to discuss the ways we use natural cues and supports in our own lives.



Why is This Important?

•
Handout 4

•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.



New Learning

•
Handout 5

•
3 Minutes

How to Instruct? Natural Cues, Consequences, and Supports

In order to become more independent, students must make sense of what is happening in their environments and must respond appropriately. Many times students with disabilities have difficulty both recognizing the cues in their environments and figuring out what the cues mean. Many students must be directly taught to recognize the naturally occurring cues and supports; in the environment; to use the natural cues and supports to figure out how to act and what to do; to correctly respond to these cues; and to understand the natural consequences of their actions. The *New Learning* section of this unit has two parts —

Unit Section Directions

1. *What Are Natural Cues, Consequences, and Supports?*
2. *Teaching Students to Use Natural Cues, Consequences, and Supports*

Directions —

- Introduce the *New Learning* section of the unit using Handout 5.
- Read the two parts that comprise this new learning section.



New Learning

Handout 6

10 Minutes

Part 1 — What are Natural Cues, Consequences and Supports?

Natural cues, consequences and supports exist within our daily environments. Often we take them for granted. We need to recognize the natural cues, consequences and supports in school and community environments in order to teach students to recognize and use them.

Directions —

- Divide the paraprofessionals into groups of three.
- Direct each paraprofessional to choose one term from Handout 6 and individually read the definition and accompanying examples. (Each person in a group should choose a different term.)
- Ask the paraprofessionals to summarize for the others in their group what they read and to share an example.
- Invite the whole group to share any thoughts or questions.



New Learning

Handout 7

20 Minutes

Part 2 — Teaching Students to Use Natural Cues, Consequences, and Supports

Often when students are learning what to do and how to behave in different environments, we must teach them to both recognize the natural cues and what the cues mean. We teach students by using prompts, waits, and fades as described in Unit 3. What does teaching a student to recognize and use natural cues and supports look like? Examples are provided on Handout 7.

Directions —

- Divide the paraprofessionals into groups of two or three.
- Invite the paraprofessionals to individually read the examples in Handout 7.

Unit Section Directions

- Ask them to identify and circle the natural cues.
- Ask them to identify and underline the prompts and wait time that the paraprofessionals use to teach the students to recognize the natural cues in the environment.
- Direct each small group to discuss the reflection questions at the bottom of the page.
- Ask the whole group, "What does this mean for how we teach students?"



Unit Summary

•
Handout 8

•
5 Minutes

How to Instruct? Natural Cues, Consequences, and Supports

Directions —

- Read aloud the bulleted points in Handout 8 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item they selected with a partner or with the whole group, as appropriate.



Follow-up Activity

•
Handout 9

Supporting Students: Natural Cues, Consequences, and Supports

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Direct the paraprofessionals to identify one student who is participating in a general education activity or class.
- Ask them to use Handout 9 to identify the natural cues, consequences and supports in that environment and to reflect on the kinds of support being provided to the student.
- Schedule a follow-up time for the paraprofessionals to share with you their findings and to reflect on their observations.



Supporting Students with Disabilities in Inclusive Schools
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Facilitator Manual

Unit 5: How to Instruct? Individualized Adaptations

By Jennifer Sommerness, Jennifer York-Barr, and Gail Ghere

*Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota*

Unit Guide

Title	Unit 5: How to Instruct? Individualized Adaptations
Unit Sections	<div> Welcome and Overview / p. 67</div> <div> Personal Reflection / p. 68</div> <div> Why is This Important? / p. 68</div> <div> New Learning / p. 68</div> <div> Unit Summary / p. 70</div> <div> Follow-up Activity / p. 70</div>
Materials	Unit 5 <i>Paraprofessional Handouts</i>
Time	Approximately 60 minutes

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section Directions



Welcome and Overview

•
Handouts 1 and 2

•
5 Minutes

Unit 5: How to Instruct? Individualized Adaptations

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 5 fits into the whole curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 5: How to Instruct? Individualized Adaptations*. The purpose of Unit 5 is for paraprofessionals to understand what adaptations are and why they are important in the lives of students with disabilities. The paraprofessionals will reflect on adaptations that they use to make their daily lives easier and apply this information to their work supporting students.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
 - To understand what adaptations are and why they are important in the lives of students with disabilities.
 - To become familiar with adaptations that could be used to increase student participation in academic, functional, and social situations.
 - To reflect on individual student adaptations and problem solve additional adaptations to increase student participation.

Unit Section Directions



Personal Reflection

•
Handout 3

•
10 Minutes

Thinking About Adaptations We Use in Our Daily Lives

Directions —

- Follow the directions on the Handout 3.
- Use the reflection questions to discuss what adaptations the paraprofessionals use in their daily lives.



Why is This Important?

•
Handout 4

•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.



New Learning

•
Handout 5

•
3 Minutes

How to Instruct? Individualized Adaptations

We make decisions about adaptations based on students' individual needs, their instructional priorities, and the unique instructional context. Adaptations are possible, and frequently necessary, in all three of the instructional domains (described in Unit 2): participating in routines and activities, engaging in academic and functional activities, and interacting with others. When students with disabilities require adaptations for learning and participation, adaptations must be used consistently in order to maximize the likelihood of effective use.

Unit Section Directions

This *New Learning* section has one part —

1. *Adaptations Within the Three Instructional Domains*

Directions —

- Introduce the *New Learning* section of the unit using Handout 5.
- Read the one part that comprises this *New Learning* section.



New Learning

•
**Handouts
6 and 7**

•
20 Minutes

Adaptations Within the Three Instructional Domains

What might adaptations look like? These handouts provide examples of adaptations that increase participation for some students within the three instructional domains. The activity also gives the paraprofessionals an opportunity to identify adaptations currently used by the students they support, and to generate ideas for additional adaptations that might be useful for these students.

Directions —

- Review for the paraprofessionals the three instructional domains: participating in routines and activities, engaging in academic and functional activities, and interacting with others. If useful, have the paraprofessionals refer back to the Unit 2 handouts.
- Ask the paraprofessionals to read and follow the directions at the top of Handout 6.
- Invite them to share a few examples of adaptations they have seen or used; and any ideas they may have for adaptations that might be helpful for students they support.

Unit Section Directions



Unit Summary

•
Handout 8

•
5 Minutes

How to Instruct? Individualized Adaptations

Directions —

- Read aloud the bulleted points on Handout 8 to emphasize that what we teach and how we teach directly affects student learning,
- Ask the paraprofessionals to identify one item in the “What is your role?” section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.



Follow-up Activity

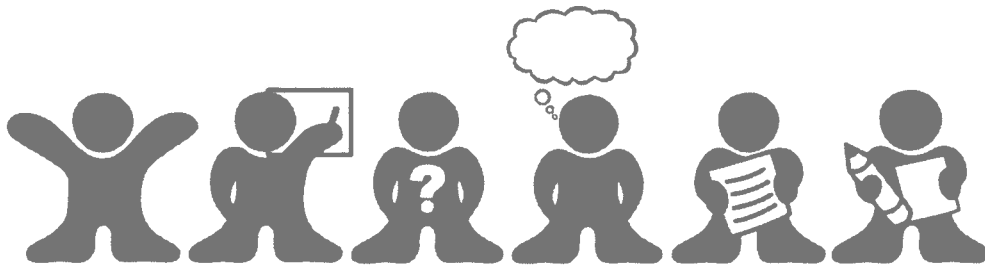
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Handout 9

How Are Adaptations Working for Students?

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals’ work with students.

Directions —

- Ask the paraprofessionals to identify one student who is participating in a general education activity or class.
 - Request that they use Handout 10 to identify the adaptations that the student is currently using, to describe the purposes of the adaptations, and to consider what other adaptations that might be useful for the student.
 - Schedule a follow up time for the paraprofessionals to share with you their findings and to reflect on their student observations.
-



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Unit 6: How to Interact? Behavior as Communication

By Jennifer Sommerness, Jennifer York-Barr, and Gail Ghere

*Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota*

Unit Guide

Title Unit 6: How to Interact? Behavior as Communication

- Unit Sections**
-  Welcome and Overview / p. 75
 -  Personal Reflection / p. 76
 -  Why is This Important? / p. 76
 -  New Learning / p. 76
 -  Unit Summary / p. 78
 -  Follow-up Activity / p. 78

Materials Unit 6 *Paraprofessional Handouts*

Time Approximately 90 minutes. This unit could be offered as one long session or two shorter sessions.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section Directions



Welcome and Overview

• Handouts 1 and 2

• 5 Minutes

Unit 6: How to Interact? Behavior as Communication

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 6 fits into the whole curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
 - Introduce *Unit 6: How to Interact? Behavior as Communication*. The purposes of Unit 6 are for paraprofessionals to understand some of the ways student behavior is influenced by what happens in the environment, and to view behavior as a means of communication.
 - Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
 - To understand that behavior is influenced by a variety of individual and environmental factors.
 - To become familiar with some of the language used when discussing and reflecting on student behavior.
 - To reflect on specific students' behaviors and consider why those behaviors may be occurring.
-

Unit Section *Directions*



Personal Reflection

•
Handout 3

•
10 Minutes

Thinking About How We Behave and Why

Directions —

- Follow the directions on Handout 3.
- Use the reflection questions to discuss how our behaviors are influenced by what is happening in the environment around us and as a means of communicating what we are feeling.



Why is This Important?

•
Handout 4

•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.



New Learning

•
Handout 5

•
5 Minutes

How to Interact? Behavior as Communication

We can gain valuable insights about student behaviors when we consider two important facets about why the behaviors might be happening: 1) what aspects of the environment might be influencing student behavior, and 2) what might the student be communicating through the behavior. This information is useful in developing more proactive and effective behavior support programs. The *New Learning* section of this unit has three parts —

1. *A-B-C Documentation: Examples*
2. *Communicative Function of Behavior*
3. *Behavior Observation Form (Sample)*

Directions —

- Introduce the *New Learning* section of the unit using Handout 5.
- Read the three parts that comprise this *New Learning* section.

Unit Section *Directions*



New Learning

•
Handout 6

•
15 Minutes

Part 1 — A-B-C Documentation: Examples

When we think about student behavior and why it is occurring, we gain clues by observing what is happening in the student's environment and how that might be influencing his or her behavior. We do this by thinking through an A-B-C documentation. The examples on Handout 6 portray how things that happen before, during, and after a behavior can directly influence students' behavior.

Directions —

- Read aloud the top of the page where the parts of the A-B-C documentation are described.
- Highlight for the paraprofessionals the three parts of an A-B-C documentation —
 - A (Antecedents): Describing what happened before the behavior that might have influenced the student's behavior.
 - B (Behaviors): Describing what the student did; how often it happened; and how long the behavior occurred.
 - C (Consequences): Describing what happened after the behavior; and how the behavior was handled (noting positive and negative reinforcements).
- Read each example aloud from left to right, starting with the antecedent, then the behavior, and finally the consequence.
- Pose the reflection questions on the bottom of the page to the whole group to prompt further discussion about the students' behaviors.



New Learning

•
Handout 7

•
15 Minutes

Part 2 — Communicative Function of Behavior

A second valuable insight about behaviors involves considering what students might be communicating through their behavior. This activity provides an opportunity for the paraprofessionals to brainstorm ideas about what students might be trying to communicate through their behavior.

Directions —

- Explain to the paraprofessionals that all behaviors communicate something. Ask them to read the top of Handout 7.
- In groups of two–four, have participants choose two or three examples and brainstorm the possible communicative function of each behavior.
- Ask each group to share and discuss their ideas with the large group.

Unit Section *Directions*



New Learning

Handout 8

15 Minutes

Part 3 — Behavior Observation Form (Sample)

The *Behavior Observation Form* (Handout 8) is a tool that can be used to document and think about both the A-B-C and communicative function of behaviors. The handout provides sample behavioral information about Annie, a student, and her behavior during Math class. Stress the important role that paraprofessionals can serve in collecting this information and bringing it back to the team to consider.

Directions —

- Direct the participants to individually read the introduction and the example.
- Pose the questions at the bottom of the page and invite responses from the whole group.



Unit Summary

Handout 9

5 Minutes

How to Interact? Behavior as Communication

Directions —

- Read aloud the bulleted points in Handout 9 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the “What is your role?” section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.



Follow-up Activity

Handout 10

Behavior Observation Form

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Ask the paraprofessionals to choose one student with whom they work and to use the *Behavior Observation Form* (Handout 10) to provide information about that student's behaviors.
- Have them write their observations about the behavior, the environment in which it is occurring, and the possible communicative function of the behavior.
- Schedule a follow up time for the paraprofessionals to share with you their findings, to reflect on their student observations, and to problem solve possible interventions.



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Unit 7: How to Interact? Student Relationships


By Jennifer Sommerness, Jennifer York-Barr, and Gail Ghere


*Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota*


Unit Guide

Title Unit 7: How to Interact? Student Relationships

Unit Sections  Welcome and Overview / p. 83

 Personal Reflection / p. 84

 Why is This Important? / p. 85

 New Learning / p. 86

 Unit Summary / p. 88

 Follow-up Activity / p. 88

Materials Unit 7 *Paraprofessional Handouts*

Time Approximately 90 minutes. This unit could be offered as one long session or two shorter sessions.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section Directions



**Welcome
and Overview**

•
**Handouts
1 and 2**

•
5 Minutes

Unit 7: How to Interact? Student Relationships

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 7 fits into the whole development series. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 7: How to Interact? Student Relationships*. The purpose of Unit 7 is to increase paraprofessionals' understanding about the types of people supports and friendships they have in their own lives and why interactions and friendships are such an important dimension in the lives of students with disabilities.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
 - To recognize the importance of relationships in our lives.
 - To understand the different types of relationships that students with and without disabilities may have in their lives.
 - To learn strategies for promoting positive interactions between students with and without disabilities.
 - To recognize when and where supports would be useful to enhance positive student interactions throughout the school day.

Unit Section Directions



Personal Reflection

Handout 3

15 Minutes

Thinking About People in Our Lives

NOTE: This activity provides an opportunity for reflection on the important role of people in our lives. Each circle on Handout 3 represents a different level of interaction, closeness and trust between people. Exercise caution when facilitating this activity because participants may be quite interested in reflecting on their own lives. Keep in mind the purpose of the reflection activity is to create a personal connection with the main idea of the unit, but then to quickly shift the focus and application to the students. Do *not* allow the reflection to get too focused on the people in the lives of the paraprofessionals.

Directions —

- Explain that the purpose of this activity is to recognize varied roles of people in our lives.
- Explain that each circle represents a different level of interaction, closeness and trust between people.
- Using the directions on Handout 3, describe the types of people they might identify in each circle.
 - **Circle 1:** names of family, and close friends
 - **Circle 2:** names of good friends, people who they like and do things with regularly.
 - **Circle 3:** names of people they enjoy and do things with occasionally.
 - **Circle 4:** names of people who are paid to interact with them.
- Provide a few minutes for the paraprofessionals to write names of people in their own lives in the circles.
- Discuss the reflection questions at the bottom of the page with the whole group.

Unit Section Directions

**Personal
Reflection**

•
Handout 4

•
15 Minutes

**Thinking About People in Our Lives
(Sample Circles)**

Directions —

- Ask the participants to look at each sample in Handout 4 and to think about the reflection questions.
- Lead a discussion about the difference between the samples, and about the implications of having a full and richer circle of people in the students' lives.
- Emphasize that relationships have an impact on learning and that paraprofessionals have an important role in supporting relationships between students. This role is described in greater detail later in this unit.

**Why is This
Important?**

•
Handout 5

•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 5 to the group. Expand on items you want to emphasize.

Unit Section Directions



New Learning Overview

Handout 6

3 Minutes

How to Interact? Student Relationships

Adults play an important role in supporting student relationships. The new learning component of this unit is designed to give the paraprofessionals a better understanding of the types of interactions that exist within schools and the strategies that can be used to enhance peer relationships. The new learning section of this unit has three parts —

1. *Recognizing the Ways Students Interact*
2. *Facilitating Interactions Among Students*
3. *When and Where are Students Interacting in Your School?*

Directions —

- Introduce the New Learning section of the unit using Handout 6.
- Read the three parts that comprise of this new learning section.



New Learning

Handout 7

10 Minutes

Recognizing the Ways Students Interact

There is a continuum of interactions that occurs between students in schools. Handout 7 illustrates this range of interactions and offers examples of each type of interaction. Note that the continuum of interactions pertains to all students, but is particularly important to consider related to students with disabilities because peer relationships can be difficult to develop and maintain.

Directions —

- Explain to the group that there is a range of student interactions that occur within schools.
- Emphasize that they can help promote positive relationships between students, and thus increase support for student learning in inclusive environments.
- Point out the role of all adults constantly trying to move students with and without disabilities along the continuum from negative to more positive interactions.
- Discuss the examples. Consider substituting examples based on actual students whom the paraprofessionals support.

Unit Section Directions

**New Learning****Handout 8****10 Minutes****Facilitating Student Interactions
Among Students**

There are a variety of strategies that can be used to enhance student interactions. Handout 8 highlights the different strategies and gives examples of how a paraprofessional might use these strategies to naturally support student interactions throughout the school day.

Directions —

- Read aloud each strategy with the examples.
- Ask the paraprofessionals to think about students they support and how these strategies might be useful.
- Invite the paraprofessionals to share their examples with the whole group.

**New Learning****Handout 9****10 Minutes****When and Where Are Students Interacting
in Your School?**

This activity gives paraprofessionals the opportunity to think about when and where students interact across the school day. By identifying places where all students socialize, paraprofessionals can better pinpoint times that might be appropriate for them to support social interactions between students with and without disabilities.

Directions —

- Direct participants to follow the instructions at the top of Handout 9.
- Ask the participants to share a few examples of the places and times that they see student interactions naturally occurring.
- Talk about the importance of knowing where most students are “hanging out” or naturally getting to know one another, and how the students that they support also need to be in those places at those times.

Unit Section Directions



Unit Summary

•
Handout 10

•
5 Minutes

How to Interact? Student Relationships

Directions —

- Read aloud the bulleted points in Handout 10 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in “What is your role?” section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or entire group, as appropriate.



Follow-up Activity

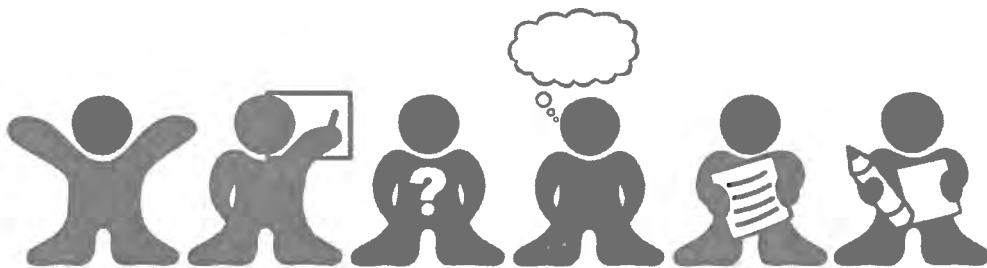
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Handout 11

Enhancing Student-to-Student Interactions

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals’ work with students.

Directions —

- Ask the paraprofessionals to identify one student who is participating in a general education activity or class.
- Request that they use this handout to write their ideas to the questions listed.
- Schedule a follow up time for the paraprofessionals to share with you their findings and to reflect on their student observations.



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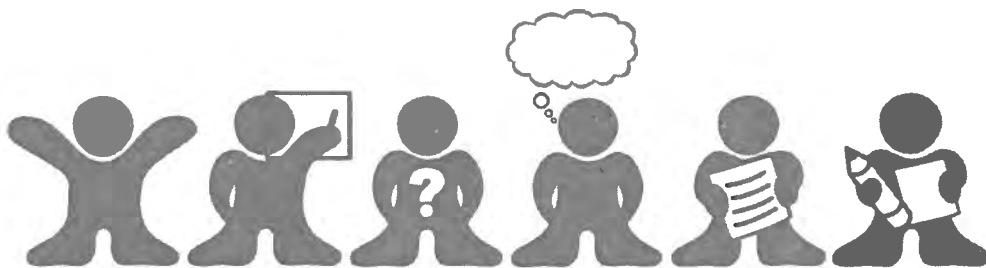
Resources

Resources

Some materials contained in the units were based on or adapted from previous work of these or other authors. These resources are referenced within each unit and are also listed below.

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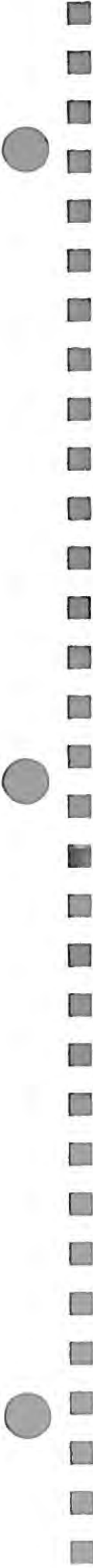


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Appendix

**Paraprofessional Development
Curriculum Accountability Form**



Paraprofessional Development Curriculum

Name: _____

Unit	Development Session (date & initials)	Follow-up Discussion (date & initials)
Unit 1: What is Inclusive Education?		
Unit 2: What to Teach? Learning Opportunities for Students		
Unit 3: How to Instruct? Prompt, Wait, and Fade		
Unit 4: How to Instruct? Natural Cues, Consequences, and Supports		
Unit 5: How to Instruct? Individualized Adaptations		
Unit 6: How to Interact? Behavior as Communication		
Unit 7: How to Interact? Student Relationships		

