Agenda

- Promoting independence
  - Reasons for independence
- Areas where we can promote independence
  - Social Involvement
    - Facilitating relationships
    - Conflict resolution skills
    - Hidden curriculum
    - Problem solving
  - Behavior Management
    - Relationships
    - Compliance
    - Other strategies
- Academic Supports
  - Cycle of support
  - Strategies
- Questions/Answers
“The Key...

- To promoting independence is the positive support, praise and encouragement given to children. This changes the way that they think of themselves, which in turn reduces fears and negative feelings about the idea of becoming independent.”
Reasons for Independence

- Becoming independent helps the child by:
  - teaching them that it is OK to make mistakes
  - helping them to discover the powerful learning that can result from making mistakes
  - helping them to take responsibility for the decisions and choices they have made and will need to make into the future
  - providing an opportunity to understand what happens when they make certain decisions
Social Involvement and Students with Disabilities

- Be aware of the unintended consequences
  - Interference with peer relationships and friendships
- Velcro Phenomenon
  - Impact on ability or willingness to connect with other students
Helping to Facilitate Social Relationships:

- Highlight similarities among students.
- Help students invite each other to socialize.
- Provide behavioral supports that are social in nature.
- Provide your student responsibilities that are interactive and collaborative.
- Help other students understand.
- Get out of the way!
Teach and Model Conflict Resolution

- This will improve overall social skills.
- It will improve the child’s feeling of well being and can bolster self-confidence.
Steps to Conflict Resolution

- Identify the Problem ("I hear there is a problem with X.")
- Get down to the children’s level.
- Allow each child time to recount the problem without interruptions.
- Repeat in your own words.
- Ask for ideas for compromises and decide together.
- Suspend your own opinion.
- Recount the conflict and the solution.
- Put it into action w/guidance.
The Hidden Curriculum

“Unwritten social rules and expectations of behavior that we all seem to know, but were never taught.”

- Lack of these skills results in barriers to social acceptability when children and youth make errors in this area.
- Safety can be compromised.
- Can also be a large contributor to stress levels, which can affect attention and availability to learning.
- Self-esteem and independence can be greatly reduced.
Teaching the Hidden Curriculum

- Provide a “blue print” of expected behavior
  - This will change based on person in charge and groups/others involved in activity.
- Teaching methods can include direct instruction, social stories, cartooning, and social autopsy (the teachable moment.)
Social Problem Solving – One Strategy

- SOCCSS
  - S-situations
  - O-options
  - C-consequences
  - C-choice
  - S-strategy
  - S-simulation
Behavior Management

• The goal: To assist learners in displaying behaviors that are conducive to learning.

• The purpose of POSITIVE behavior management: To teach and encourage behaviors (both academic and social) that are appropriate for the learning environment.

• Look at how other’s students are behaving. Are behavioral expectations more stringent because you are there?
The Most Important First Step

- Build a relationship with the student!
- Take a minute, turn to a neighbor, discuss methods you have used to develop a relationship with a student and how it has helped.
- Be prepared to share! 😊
Strategies for Building Relationships

- Demonstrate age appropriate touch like high fives, hand shakes, etc.
- Make sure your tone of voice matches the social situation.
- Use a relaxed body language, be attentive, look at the student.
- Ask open ended questions.
- Listen while the student is speaking. Talk less than the student. :)
- Reflect the child’s feelings by expressing your understanding and caring.
- Ignore nuisance behavior and let the little stuff slide.
- Be consistent and fair.
- Show them respect.
- Be patient.
- Establish clear boundaries.
- Be genuine.
- Find commonalities.
Compliance

Some factors that influence compliance are listed below:

- **Format:** Try using, “I need you to…” instead of “Will you please…?”
- **Distance:** Stand within a desk’s distance when you ask someone to do something, but don’t get too close.
- **Eye contact:** Look the learner in the eye.
- **Two requests:** Limit your request to one repetition.
- **Time:** Give the learner time to respond. During wait time, don’t speak to the student.
- **Non-emotional requests:** Learners will be more compliant if you do not let your negative emotions show.
- **Reinforce compliance:** Never ignore the positive compliance that is a result of your request.
Other Behavior Management Strategies

• Match instructional practices to student strengths
  ◦ Has been shown to decrease negative behavior and increase on-task behavior.
  ◦ Constant movement > kinesthetic learner > provide more movement during instruction/learning
  ◦ Continuous talking > social learner > provide interaction during instruction
  ◦ Singing > musically inclined > provide music to help stay focused
More behavior management techniques

- Set up the environment in a way that promotes positive behavior.
  - Create calm, comfort
  - Create structure
  - Post agenda/schedule
  - Soft music
  - Post student work
- Meet basic needs: Survival, Freedom, Power, Love/Belonging, Fun
- Ask yourself or the student, “What does this student need?”
  - “Draw for me what is wrong.”
  - Change activity
  - Break/Drink of water
Weather the Storm

- Q-TIP
  - Quit
  - Taking
  - It
  - Personally
- Behaviors are a function of that child’s disability.
- Remember that all behavior communicates something.
This can be the toughest part...

- Take care of yourself:
  - Problem solve with colleagues
  - Build a network of support
  - Meet your own basic needs—survival, freedom, power, love/belonging, and FUN
  - Find an outlet
Your Role in Academic Support

- Accommodate, modify, adapt
  - You will carry out written plans.
  - Accommodations provide access to general curriculum.
  - Modifications adjust rigor or difficulty.
  - Provide feedback to certified teacher and offer recommendations for future needs.

- You may carry out lessons that were planned by a certified teacher.
Cycle of Support

1) The teacher develops the plan.
2) The teacher models the instructional strategy for the paraprofessional.
3) The teacher assigns the paraprofessional a role in instruction.
4) Paraprofessional carries out role in instruction.
5) The teacher provides feedback.
6) The paraprofessional provides feedback about student performance.
   ...and on goes the cycle.

- Allows the teacher to control the goal of the lesson and give you the skills you need to carry out the lesson.
- Provides you with skill increasing feedback from the teacher.
- Allows you the opportunity to provide the teacher with information about the student’s success with the learning activity.
- Gives the teacher the facts he or she needs to plan the next lesson for the learner.
Five Ways to Naturally Support Students:

- Do not sit or place a chair meant for adult support next to a student.
- If at all possible, do not remove the student.
- Encourage peer support.
- Encourage independence and interdependence.
- Fade your cues.
General Supports

- Focus on strengths.
- Ask the student.
- Keep expectations high.
- Break tasks into smaller steps.
- Extend time on tasks.
- Present limited amount of information on a page.
- Offer support, don’t just give it.
- Use a soft voice.
- Make things concrete.
- Teach organizational skills.
- Change the materials.
- Use a timer.
General Supports

- Help the learner to learn HOW to do the work.
- Help the learner to think more independently.
- Be creative and imaginative with your methods.
- Look for ways to motivate and involve your student(s) in learning activities.
- Be sensitive to possible emotional or psychological problems that may be affecting performance.
- Always be on time.
- Be open to helping the learner with unique needs.
- Be patient.
- Avoid assuming the role and responsibilities of the teacher and parent.
General Supports

- Pre-teach.
- Use peer support.
- Use movement.
- Use non-verbal cues.
- Ask open ended questions.
- Connect information.
- Review, review, review.
- Provide visuals.
- Give 2 choices you can live with.
- Provide a consistent routine.
- Talk less.
- Build relationships.
- Offer authentic praise.
- Celebrate successes!
Questions and Answers