

***USU Course Syllabus
Effective Practices for Paraeducators
Spring Semester/2004***

SPED 2010 (2 Credits)

Program Coordinator: Dr. Marilyn Likins

Textbook: Johns, B.V. & Carr, V.G. (1995). *Techniques for Managing Verbally and Physically Aggressive Students*. Denver: Love Publishing

Available from USU Bookstore Express-A-Book @ 1-800-662-3950

PURPOSE

There are many challenges associated with being a paraeducator working with children and youth with disabilities. One of the biggest challenges paraeducators face is managing the behavior of individual students and small groups of students in ways that promote student growth and an orderly and safe learning environment for all. Thus, the primary purpose of this course is to provide you with information and resources, examples, and practice in applying effective behavior management procedures in your work.

OVERVIEW

The primary focus of this course will be on effective procedures for dealing with challenging behaviors presented by your students. A major emphasis in the course will be helping you learn how to analyze problem behaviors so you can help develop and implement positively oriented procedures that will lead to successful results. The course will address a number of topics in the area of behavior management that paraeducators in Utah have indicated are important areas of concern.

COURSE TOPICS AND SCHEDULE

The following schedule is organized by topics and, where appropriate, reading material from the textbook. Where no specific textbook chapter is indicated, other reading material will be provided.

Example of Class Documentation:

DATE	TOPIC	READING
January 12	Tough Kids: Characteristics Promising Practices for ADHD Students (Bill Jensen)	
January 24	What Works and What Doesn't: Behavior Management Mindsets/ Understanding Why Students Misbehave (Melisa Genau)	Chapters 1,2,3
January 31	Teaching Students with Autism: Effective Practices (Melisa Genau)	
February 7	Functional Behavioral Assessments of Students With Difficult Behavior (Bill Jensen)	
February 14	President's Day Break/No Class	
February 21	Talking with Students: Right Ways and Wrong Ways/Dealing with Verbal Aggression and Other Forms of Student Resistance (FUBA Assignment Due)	Chapters 6—7
February 28	MIDTERM / Teaching Social Skills	Chapter 9
March 10	Teaching Social Skills	
March 17	Effective Academic Instruction / Preventing Aggressive Behavior Through Instructional Accommodations	Chapter 4
March 24	Dealing with Aggressive Behavior	Chapters 10—11
March 31	Developing Effective Behavior Intervention Plans Effective Academic Instruction for Preventing Behavior Problems	
April 3	Developing Effective Behavior Intervention Plans	
April 10	Easter Break / No Class	
April 17	Teaching Students to Manage Their Own Behavior (Dan Morgan) (BIP Assignment Due)	
April 24	Promising Practices in the Prevention of Violent and Aggressive Behavior (Monitoring Assignment Due)	
May 1	Important Facts About Special Education Law for Paraeducators FINAL	

Utah State University
Department of Special Education
Logan, Utah
Project Impact

This is to certify that

has completed the requirements for:

Enhancing Skills of Paraeducators

1. Goals and implications of educating students with disabilities
 - ❖ Principles of educating students with disabilities
 - ❖ Understanding students with disabilities
 - ❖ Background information of special education
 - ❖ The least restrictive environment for students with disabilities
 - ❖ The Individual Education Programs

2. The paraeducator's role in the educational workforce
 - ❖ Roles and responsibilities
 - ❖ Knowledge and skills required of paraeducators
 - ❖ Coordination of teacher and paraeducators responsibilities
 - ❖ Ethical standards

3. Strengthening communication skills
 - ❖ Communicating effectively with students
 - ❖ The assertive communication approach
 - ❖ Communicating effectively with the IEP team
 - ❖ Communicating effectively with families who have children with disabilities
 - ❖ Communicating effectively with persons of diverse cultures and ethnic backgrounds

Pretest score: _____

Posttest score: _____

Instructor: _____ Date: _____