

DCD Messages[©]

MN Regions 5 & 7 DCD Community of Practice

Volume 18, Issue 3 – November 2015

DCD Committee Members

Sponsored by MN Regions 5 & 7

For the 18th year, a representative from each of the special education agencies in Central Minnesota (Regions 5 & 7) attends a quarterly meeting regarding topical issues in the area of Developmental Cognitive Disability. Each meeting has a topic and information shared is compiled in **DCD Messages** to assist staff in the field and parents stay informed. The representatives assume the responsibility of bringing information shared at the regional meeting back to their local area staff, parents, and administrators in person and through the electronic newsletter.

YOUR COMMITTEE REPRESENTATIVES:

Benton-Stearns	Sandra Haller/Debra Kuzma
Buffalo District #877	Lori Anderson
Elk River	Audra Wells
Freshwater	Cari Grenier
Little Falls	Tanya Bergman
MAWSECO	Shawna Moe/Linda Wharram
Mid-State	Jennie Stumpf
Paul Bunyan	Pam Stock
Regions 5 & 7 DCD	Barb Lhotka
Regions 5 & 7 RLIF	Mary Ruprecht
Rum River	Tanya Tacker
St Cloud	Danielle Mehr
SCRED	Connie Sim
Sherburne N Wright	Monica Lewis
West Central	Becky Bartz

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Calendar of Events

Dates and Topics 2015-2016

September 22, 2015—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Quality Indicators for DCD Programs: Program Structure, Technology, Behavior Support Systems.

October 2015—NO MEETING.

November 19, 2015—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM— Quality Indicators for DCD Programs: Standards-Based IEPs, State Testing, Transition, Recreation/Leisure.

December 15, 2015— Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM— Quality Indicators for DCD Programs: Family Involvement, Collaboration, Transportation, Related Services, Curriculum, Instructional Methods, Emergency Procedures, Transition.

January 2016—NO MEETING.

February 2016—NO MEETING.

March 23, 2016—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Quality Indicators for DCD Programs: Personnel, Classrooms, Training, Scheduling; Planning for 2016-2017.

April 2016—NO MEETING

May 2016—NO MEETING

Information from meetings is published in the newsletter. The *DCD Messages* is distributed by the Committee members. Barb Lhotka, Facilitator blhotka@mawseco.k12.mn.us

DCD Resources

DCD Listserv

Are you a member of the Minnesota DCD Listserv? It is a wonderful resource for educators who work with students in the DCD category of special education. Members ask questions, share information, and discuss topics that are relevant to our day to day work with students birth through 21. Emails are automatically posted on your email account.

How to Join: Send an e-mail to garrett.petrie@state.mn.us. In the subject line, type “subscribe” and send the e-mail.

To Post on the Listserv: Send messages to dcd@lists.state.mn.us. Complete the subject line identifying your post. Type your message and send it.

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DCD Wiki

A wiki is like a filing cabinet website. You join the wiki and are able to access information as you need it. The only emails you will receive are the invitation to join and notification of updates. MN has a wiki for DCD staff and team members. It grows as new resources are found.

How to Join: Send an e-mail stating your name, email address, and where you teach to barblhotka@embarqmail.com. You will then receive an invitation to join the wiki. You will choose a password and will have access to all files and pages (categorized). Please write down the website address and your password for future use.

Paraprofessional Topics

There is always a need to provide paraprofessionals with quick bits of information to assist them in performing their duties in a more effective manner. Some DCD teachers have found a 10 minute weekly meeting on a topic is helpful in keeping in touch and presenting reminders and new ideas. This month's newsletter contains just a few quick ideas for discussion.

Roles and Responsibilities

Role of the Teachers:

Plans/teaches lessons
Creates learning activities/centers
Responsible for supervising students
Schedules students' days
Communicates with general educators
Communicates with parents
Assesses students
Plans/changes interventions

Role of the Paras:

Prepare teaching materials for the lesson to occur
Collects materials for learning activities/centers
Only supervises classroom in an emergency
Assists student in staying on schedule
Reports back to special educator
Reports back to special educator
Monitors progress, keeps data as directed
Implements interventions as directed

Why are We Here?

The following information can be found in *Effectively Utilizing and Supporting Paraprofessionals* p. 10, at [START Autism Center](#).

"Student Goals:

- Increase level of independence
- Appropriate boundaries in relationships with adults to enhance development in these areas:
 - Academic
 - Emotional
 - Social
- Improve student's adaptability
- Improve student's assertiveness and self-advocacy skills:
 - To respond without prompting or adult reassurance
 - To initiate requests for help
 - To have adequate time to process information and develop a response without interruption by an adult
- Increase the student's skill level; gain additional skills from the different methods of teaching that individual paraprofessionals have to offer "

"Paraprofessional Goals:

- Enhance rapport building skills
- Increase opportunity to learn in several settings
- Improve skill level(s)
- Increase abilities to work with different personalities
- Increase confidence related to student support
- Increase awareness of resource people possessing various levels of expertise
- Challenge their potential
- Maintain optimal energy and enthusiasm
- Retain appropriate boundaries and professionalism in interactions with students"

Confidentiality

Confidentiality is a frequently addressed issue in our programs.

Primary message:

- Information about a student is NEVER public information.
- No information should be shared about a student with any person outside the immediate team.

Information that is included in private information:

- Information that would make the student identifiable.
- Disability information regarding the student.
- Health information.
- Family information.
- Behavior information.
- IEP/program information.
- Evaluation information.
- Training or meeting information conducted by the team.
- Respect for the student's legal and human rights should be paramount.

Teachers should have the role of communicator with family and other team members.

Written information that goes home should be reviewed by the teacher.

Student performance should be shared with other team members through the teacher.

Sub Folders

Every paraprofessional should maintain an up-to-date sub folder for times that someone will be filling in for them. The contents of that folder should include:

- Contact or IEP manager name and location.
- Storage location for coat and belongings for the day.
- A map of the building (including bathroom, lunchroom, etc.).
- Brief list of rules regarding use of cell phones, computers, etc.
- Confidentiality statement.
- A daily schedule including teachers, students, tasks.
- Goals and objectives for lessons for the day.
- Behavior plans.
- Tips for compliance and successful interaction.
- Safety tips and procedures.
- Emergency drill information.
- Bus procedures.

Cueing and Prompting

Providing support to students in a manner that will build independence is always a bit tricky. To create a supportive environment that builds independence through errorless teaching, everyone in the program needs to understand the hierarchy of cueing and prompting.

Most Support to Least Support Continuum:

- Full Physical Prompt—physically guiding the student's to perform the correct response.
- Partial Physical Prompt—physically guiding the student through most of the correct response.
- Model (Visual/Material)—adult demonstrates the correct response.
- Verbal Cue—adult uses their voice to guide the student's correct response with a question/hint.
- Gestural Cue—point or sign to guide student's correct response.
- Natural Cue—a question or picture or object in the environment causes the response to begin.

Language for Giving Students Feedback

Always use language that is specific to the topic. Do not use phrases, such as, “Good job,” “Way to go,” or “Nice work.” Use specific language that describes what the student did well. The goal is for the student to repeat the successful behavior, so label it and let the student know why it was correct and acceptable!

Positive Behavior Interventions and Supports (PBIS)

Paraprofessionals need to understand the basic themes of [PBIS](#). Take time to explain the basics of:

1. Foundations
 - a. Settings—The physical layout of the classroom is designed to be effective.
 - b. Routines—Predictable classroom routines are developed and taught.
 - c. Expectations—Three to five classroom rules are clearly posted, defined, and explicitly taught.
2. Practices
 - a. Prevention
 - i. Supervision—Provide reminders (prompts), and actively scan, move, and interact with students.
 - ii. Opportunity—Provide high rates and varied opportunities for all students to respond.
 - iii. Acknowledgement—Using specific praise and other strategies, let students know when they meet classroom expectations.
 - iv. Prompts and Precorrections—Provide reminders, before a behavior is expected, that clearly describe the expectations.
 - b. Response
 - i. Error Corrections—Use brief, contingent, and specific statements when misbehavior occurs.
 - ii. Other Strategies—Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.
 - iii. Additional Tools—More tips for teachers.
3. Data Systems
 - a. Counting—Record how often or how many times a behavior occurs (also called frequency).
 - b. Timing—Record how long a behavior lasts (also called duration).
 - c. Sampling—Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval.
 - d. ABC Cards, Incident Reports, or Office Discipline Referrals—Record information about the events that occurred before, during, and after a behavior incident.

Daily 5

A literacy program that encourages students to perform a routine of daily literacy activities is called “Daily 5”. It includes activities throughout each day in 5 areas:

1. Read to Self
2. Work on Writing
3. Read to Someone
4. Listen to Reading
5. Word Work

Using this model of literacy helps students develop a sense of literacy in all activities and reinforces skills throughout the day. Take a look at the materials found at [The Daily Cafe](#). With this type of on-going model, paras can assist in bringing literacy into all areas of the curriculum and practice what you have introduced as the teacher.