

One-on-One Para



Everything you need to know... or at least a start!

MISSION: Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

**Hart
Public
Schools**

Spitler Elementary

VISION STATEMENT Spitler Elementary prepares all students to reach their fullest potential and make positive contributions to their community.

MISSION STATEMENT At Spitler Elementary School, we strive to meet every student's academic, physical, social, and emotional needs. We actively engage students in their learning by providing multiple opportunities for students to be successful. The staff's commitment to continuous improvement and collaboration ensures a safe, caring, and positive learning environment for all.

Special
EDUCATION



NO CHALLENGE TOO LARGE
NO VICTORY TOO SMALL

On Paper
Information



What We See
Behaviors



What We Can Do
Strategies

On Paper: Learning Disabilities

- Specific Learning Disorders (SLD)
 - (Dyslexia, Dysgraphia, Dyscalculia, etc.)

$1+5=6$

$3+4=7$

$6+4=10$

$10-3=7$

$9-7=2$

$2+5=7$

$7+2=9$

$10-4=6$

$9-1=8$

$11-5=...$



$1+2=$

$3+4=$

$6+4=$

$10-3=$

$9-7=$

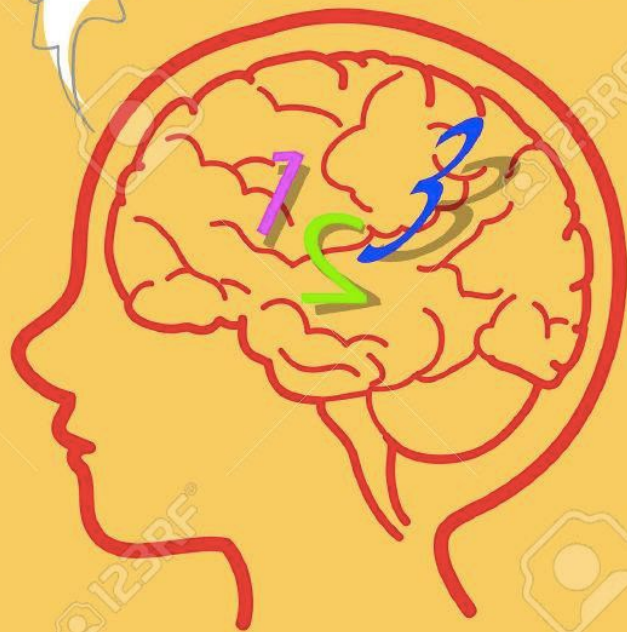
$2+5=$

$7+2=$

$10-4=$

$9-1=$

$11-5=$



On Paper: Trauma-Related Disorders/Effects

- Reactive Attachment Disorder (RAD)
- Post Traumatic Stress Disorder (PTSD)
- Adjustment Disorders
- Acute Stress Disorder
- Emotional Impairment (EI)

**On Paper:
Developmental
Disabilities**

Down's Syndrome

Autism Spectrum Disorders (ASD)

Fetal Alcohol Spectrum Disorders (FASD)

Intellectual Disability (SLD)

Spina Bifida

Brain Injury

and more...

Other Acronyms To Know

IEP: Individualized Education Plan

OHI: Otherwise Health Impaired

504: Alternative Education Plan

Accommodations: Alternative testing place, breaks, etc.

Modifications: Shortened work, highlighting to write, etc.

Alcohol Reactive
Dyslexia Emotional
Brain
Down's Disorders Fetal
Theory
Mind
Disorder
Effects Attachment Bifida
Trauma Learning Dysgraphia
Syndrome Disabilities
Spina educational
Spectrum Injury
Disability Specific Developmental
Intellectual Dyscalculia



Become
Knowledgeable



Use a Variety of
Tools



Care for the
Child as an
Individual



**More on
Autism
Spectrum
Disorders.**

What is ASD?

- Deficits in Social Communication and Social Interaction
- Restrictive, Repetitive Behaviors (DSM-5)

Side Note:

Medical Diagnosis  Educational Diagnosis

Autism Spectrum Disorder



LEVEL 1

High Functioning Autism

Requiring support;
Difficulty initiating social interactions;
Inflexibility of behavior;
Difficulty switching activities; Problems with organization.

LEVEL 2

Autism

Requiring substantial support; Marked deficits with social interactions;
Inflexibility of behavior;
Difficulty or distress coping with change; Repetitive behaviors.

LEVEL 3

Severe Autism

Requiring very substantial support; Severe deficits with social interactions & communication;
Inflexibility of behavior;
Extreme difficulty or distress coping with change; Repetitive behaviors interfere with functioning.

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Specific Interests



**More on
Trauma.**



ADVERSE CHILDHOOD EXPERIENCES - ACES

What are Adverse Childhood Experiences (ACEs)?

ACEs are potentially traumatic events that occur in a child's life:



Physical Abuse



Emotional Abuse



Sexual Abuse



Domestic Violence



Parental Substance Abuse



Mental Illness



Suicide or Death



Crime or Imprisoned Family

Causing lifelong medical, mental & social suffering

Facts:

Trauma changes the *physical chemistry* of the brain.

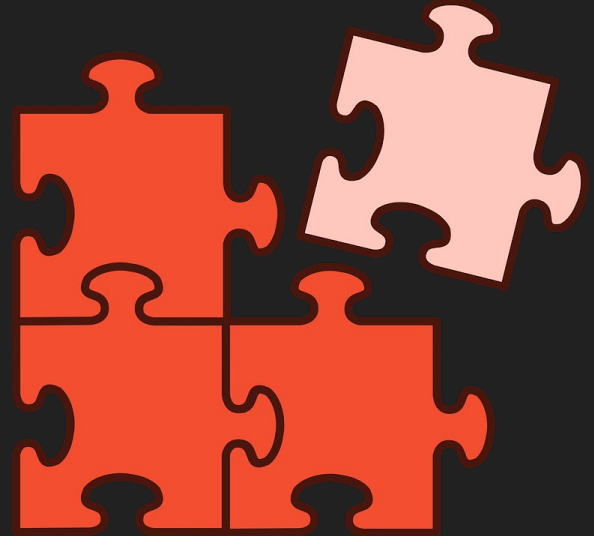
Trauma is often caused within relationships.

But it can also often be healed within relationships.

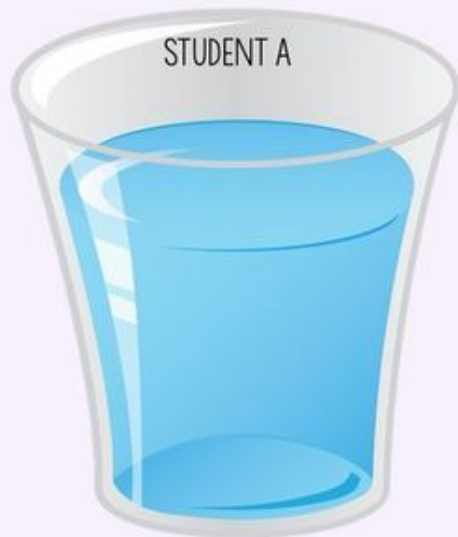
Every kid is one caring adult away from being a success story.
- Josh Shipp, former foster child

School connection is the strongest factor in reducing incidents of *anxiety, depression, suicide, substance abuse, and violence*. A protective factor for all students, regardless of race, ethnicity, and level of family income.

-STARR Commonwealth: Trauma Informed and Resilient Schools training.



THESE CUPS REPRESENT A STUDENT'S CAPACITY FOR STRESS OR DIFFICULTIES THEY EXPERIENCE AT SCHOOL.



Student A comes to school with her cup already full. At home, she may experience hunger, violence, or abuse. Small difficulties or challenges at school may send her over the edge.



Student B comes to school with her cup almost empty. At home, she experiences support, a loving family, and security. She can handle difficulties and challenges at school without being sent over the edge.

Assume every child has a story.

-Kim Botto

Some children create
chaos because they only
know chaos.

Canva

THE TRAUMA INFORMED TEACHER

**And if those children
are unresponsive,
maybe you can't
teach them yet, but
you can love them.
And if you love them
today, maybe you can
teach them tomorrow.**

— Jeffrey R. Holland

Person-First Language... It Matters.

“The little Autistic student”

vs.

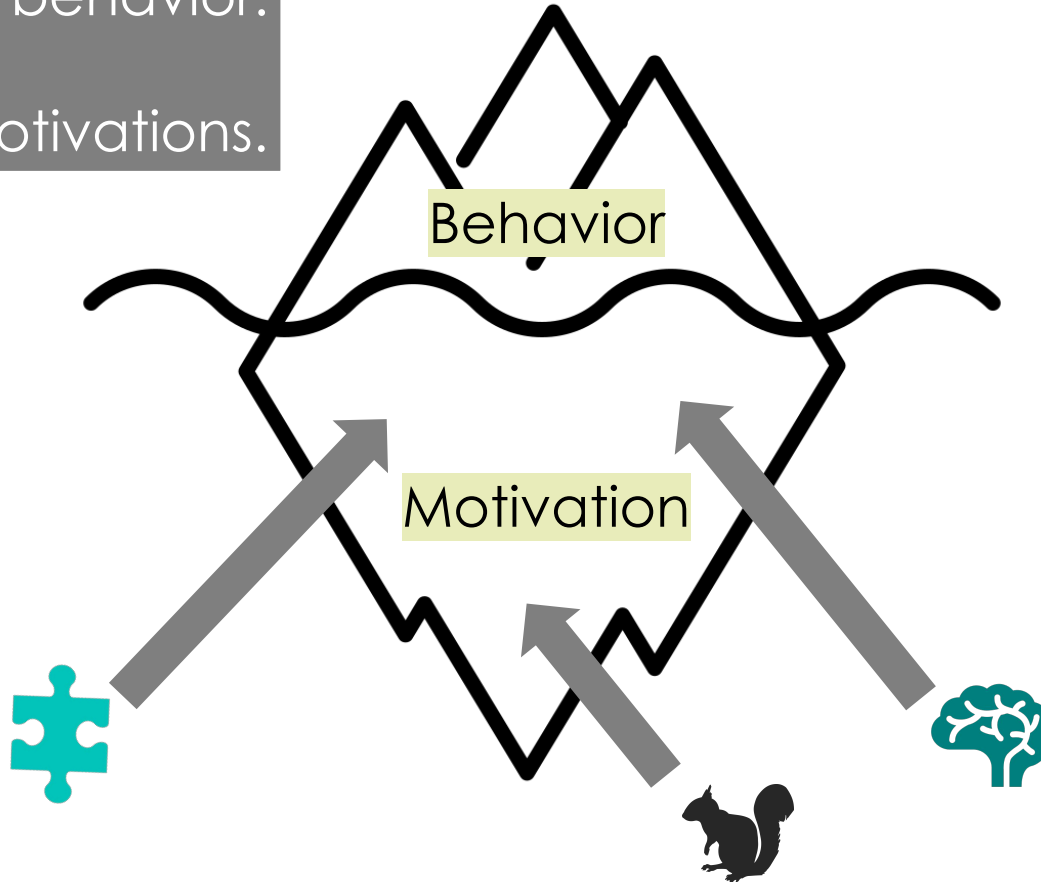
“The little student with Autism”

What We See



Similar behavior.

Different motivations.



YOU GET PRIVACY!!

2004

AND YOU GET PRIVACY!!

EVERYBODY GETS PRIVACY!!

HIPAA & FERPA

Health Insurance Portability & Accountability Act (HIPAA)

- Keeping patient data safe
 - In a school setting, applies to health records

Family Educational Rights & Privacy Act (FERPA)

- Gives parents certain rights to their children's educational records
- Requires written permission from parents to share students' records

In short, a student's information, diagnoses, and situations are private and protected— even in the staff lounge

Things to remember about COVID-19

What Do We Know

- School closed quickly and without warning
- School will look differently
- Covid-19 is an invisible threat, and thus very abstract
- Children sense more than we think they do
- They respond in as many ways as adults do
- Kids will wonder, “When will I have to go home again?”

*We cannot assume we know what
this season has been like for the
students we work with.*

Strategies



what should i do?
can i do something?

Build Relationships

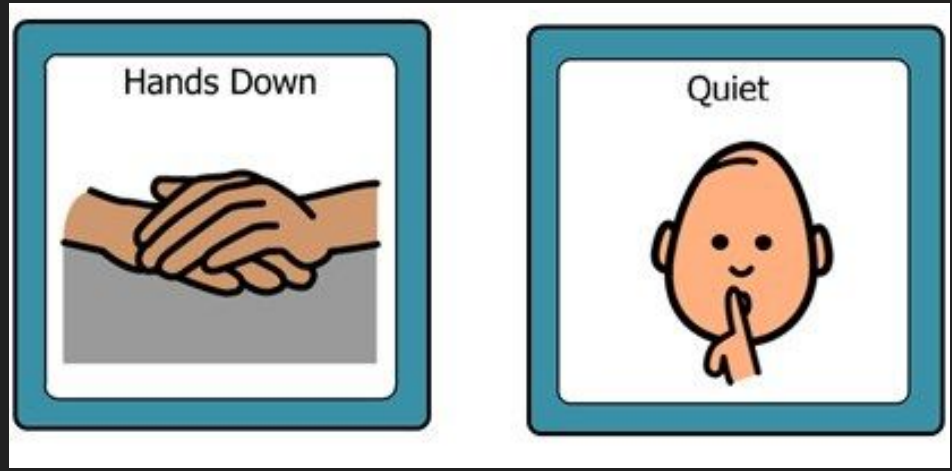
- Get to know your student(s) – likes, dislikes, personality, triggers, family, subjects they like/dislike, strengths, etc.
- Get to know all of the students you regularly come into contact with!

Okay, so
here's the
plan...



SERV –
Straightforward
Expectations
Repeated
Very Often

LIFE
HAPPENS
Visuals
HELP



Yes / No

Yes / No is a simple tool to use when a student is having trouble communicating.

- Yes / No verbal question: “Do you want tacos for lunch, Yes or No?”
- Yes / No visual: When a student is overwhelmed or escalated

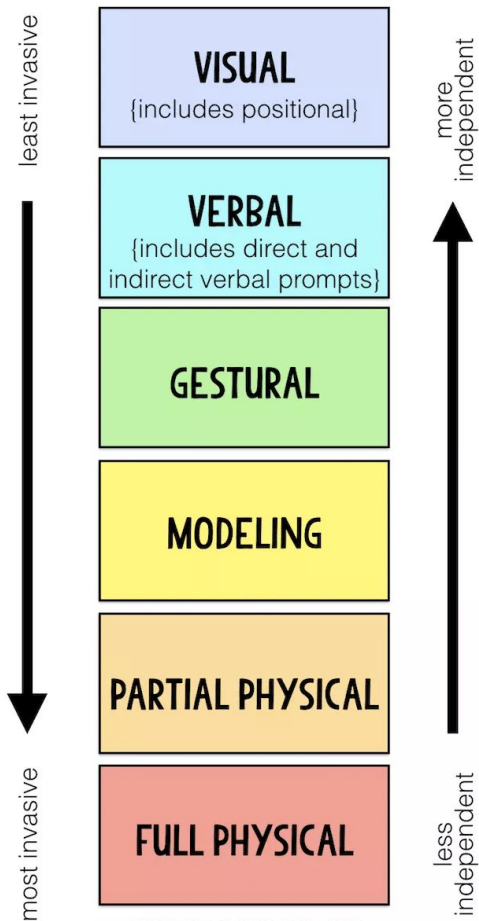
YES



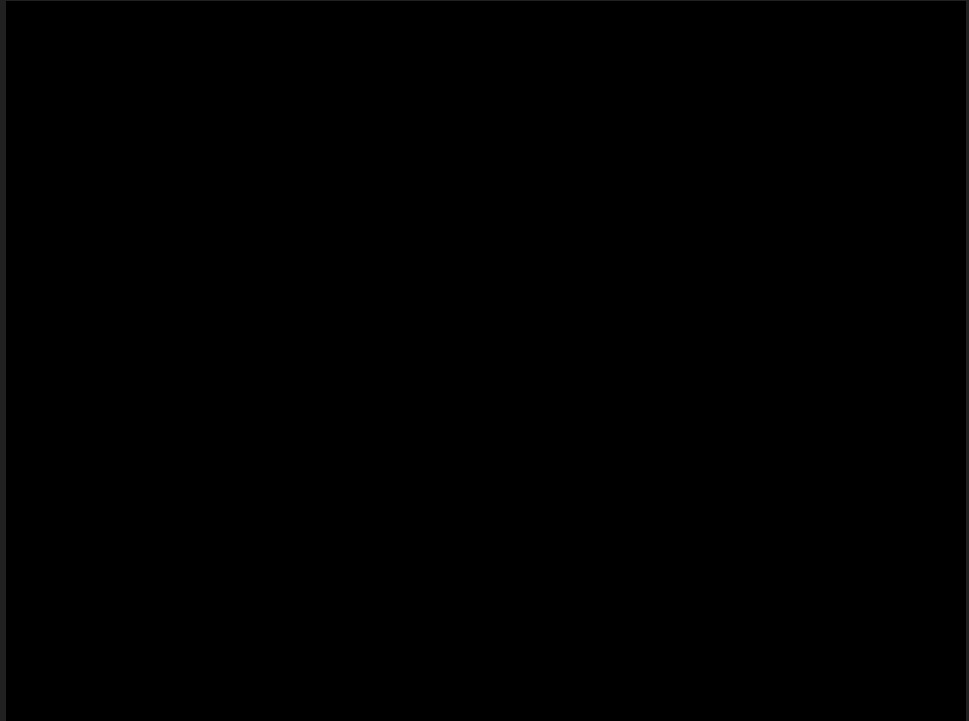
NO



PROMPT HIERARCHY



Schedule Transparency



First - Then

☐ First, we are going to eat lunch.

☐ Then we will go to specials.

☐ First, we need to clean up the crayons.

☐ Then we can take a break.

*Pro Tip: Using “If – Then” language will trap you in places you don’t want to be!

Choices

...that you
can live with!

THIS



or



THAT

My name is _____.

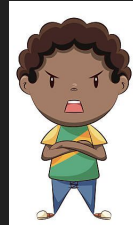
I am a student at Spittler Elementary.



Every day after lunch my teacher gives me a sentence to write.



Sometimes I get frustrated.



That is okay. If I need

help, I can ask Miss Danica or my teacher.

I can write, and I can ask for help!



Tip: Visual Timers are the real MVP!



Default iPhone
Clock



Timebox Timer
– Free Android App

Other Tools and Tips!



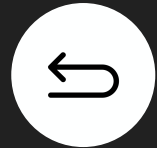
Suggest a walk



Suggest a break



Have the student do a “job”



Distract an upset student with another, completely unrelated topic



Validate feelings, not actions



Don't try to reason in a heated moment



Respect personal space

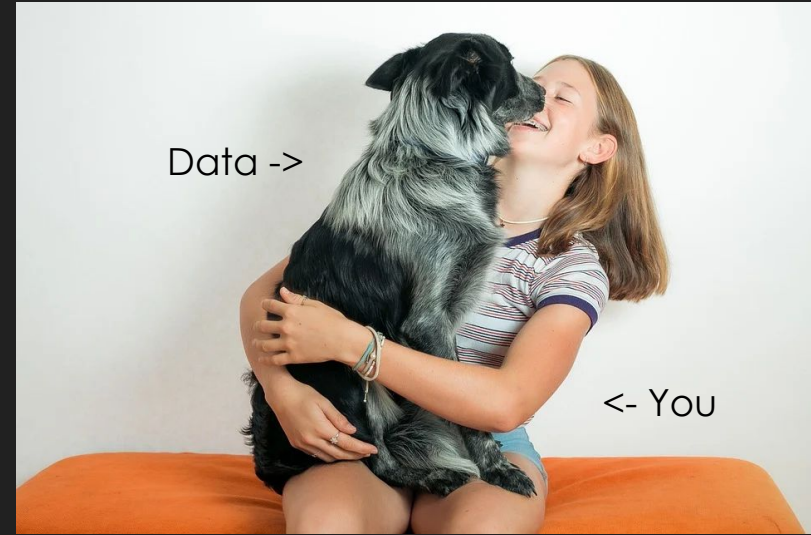
If they run...

We do *not* chase.

We DO:

- Keep an eye on them.
- Watch for safety hazards (for both them and others).
- Redirect and/or de-escalate.
- Ask for backup.





Behavior data is our best friend!



**MASK
GAME!**

Name the Emotion:







<https://www.scienceofpeople.com/masks/>

Day in the Life

- 8:00am – Meet Johnny (or Recess Duty)
- 8:15- Assist in a Social Skills class
- 9:30-10:45- Assist Johnny in Gen Ed
- 10:45- Break walk with Logan
- 11:00- Your break
- 11:15- Johnny in SpEd; assist with Johnny and Max
- 11:45- Go with Johnny to Lunch/Recess
- 12:15- Your lunch
- 12:45-2:20- Join Bekah in her Gen Ed class
- 2:20-3:00- Go to Specials with Bekah
- 3:00- Check outs
- 3:15- Assist Bekah getting on the bus

Classroom Etiquette

- **Communicate** with the teacher! Follow their lead.
 - Where they want you to sit/stand in the classroom
 - What things they would like to handle at any point (discipline, consequences, etc.)
 - Breaks

This is an ongoing conversation! Don't be afraid to ask questions.

Please continually update the teacher on what is happening with a student- there's a lot of moving parts in a school system.

Classroom Etiquette, continued.

- Get a feel for how much help your student needs in the specific subjects/situations you're assisting with
- Your goal is to work yourself out of a job! (don't worry, you won't actually be out of a job)
- The goal is to equip for independence- **assist, but don't hover**
- If your student is doing well and working independently, *celebrate!* And then help other students in the class
- Keep one eye on your charge

If your student is absent...

1

Check with classroom teacher to see if they need anything

2

Check with Principal, Dean of Students, or Social Worker for an alternative assignment

3

Help give breaks to other paras

4

Check on students who are high need but may not have a One-on-One

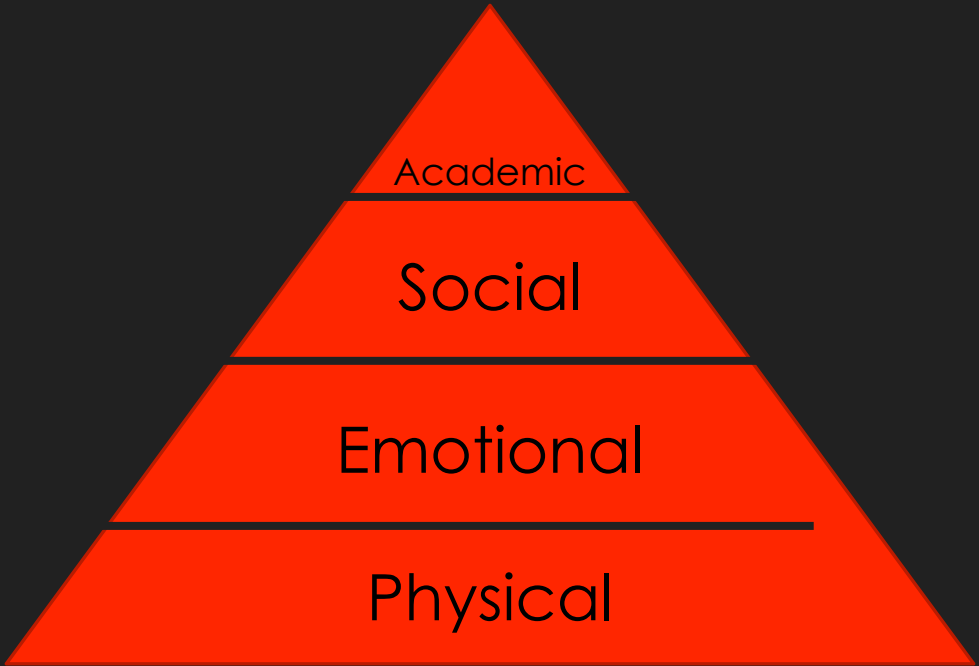
Half Days

PM Schedule: AM Student(s)
AM Schedule: AM Student(s)

Half Days

Check In / Out





Academic

Social

Emotional

Physical



**Hart Elementary Students are
Safe,
Respectful,
and Take Responsibility.**

Lil' Pirates Have a Heart!

Lil' Pirate Code



Scenarios!

