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ABSTRACT

This project was conducted to identify unique competencies required by special education aides (teacher aides) and other caregivers of young children with special needs. Through a literature review, six nationally or state published competency lists were found, along with other lists published by various community colleges. The lists were analyzed and collated to remove duplications. The list was then submitted to, and rated by, an advisory committee, using the Delphi technique. Following the input from the advisory committee, the competency list was put into the form of a questionnaire using a seven-point rating scale. This questionnaire was sent to a sample of 206 professional and paraprofessional public school special education personnel throughout Texas. When a majority (56 percent) of the initial questionnaires were returned, the responses of participants were added to the questionnaire and it was returned to the respondents for additional review. Those items which received the greatest consensus of approval were selected for inclusion in the final competency list produced by the project. (The competency list and questionnaires are included in this document.) (KC)



IDENTIFIED COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES (TEACHER AIDES)

Prepared By The
Child Development Department
San Antonio College

for the
TEXAS EDUCATION AGENCY

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Researching Competencies for Special Education Educational Aides (Teacher Aides)

INTRODUCTION

The use of paraprofessionals in special education to provide direct services to handicapped children has grown phenomenally in the last ten years. A decade ago the Director of Special Education of the Texas Education Agency reported in a national survey conducted by the New Careers Training Laboratory, National Resource Center for Paraprofessionals in the Special Education at the City University of New York (Gartner, 1974) that over 4900 paraprofessionals were employed throughout Texas in public school settings. A more recent survey conducted by TEA indicated that some 10,000 teacher aides would be needed in the 1980's for the Texas public schools to provide full service to all handicapped children as required by P.L. 94-142- The Education for All Handicapped Children Act.

A comprehensive review of the literature from 1957-1977 (Fafard, 1977) on the paraprofessional movement in Special Education concluded that:

- the usefulness of paraprofessionals in special education was substantial;
- trained paraprofessionals had a direct impact on the quality of service delivery to handicapped children;
- there was a definite trend toward competency-based approaches to training; and



. Overall, the support for trained paraprofessionals delivering instruction directly to handicapped children was overwhelming.

With additional responsibilities given to special education teachers and support personnel in the areas of administration, classroom management, and individualized program planning as mandated by both state and federal legislation, the range of duties entrusted to the paraprofessional have included more tasks of an instructional nature. Regardless of the paraprofessional's title—he or she may be called teacher aide, communication therapy technician, mental health/mental retardation technician—it is clear that the paraprofessional staff member has a job description that goes far beyond housekeeping chores and routine clerical duties.

According to the latest findings of the National Resource Center for Paraprofessionals in Special Education, eleven states including Texas have instituted a state-wide certification plan for special education paraprofessionals (Humm and Pickett, 1981).

As the need for trained paraprofessionals to work with handicapped children has grown rapidly in Texas, so has the desire of vocational educators to provide the necessary competency-based education within the community college structure. Most notably this effort has been facilitated by Dr. Deanna Tate and her staff at Texas Women's University who provided training for community college child development instructor's throughout the state to understand the needs of handicapped children and design adequate training for child care workers



in public and private child-care centers as well as public-school based paraprofessionals.

PROJECT OBJECTIVES

The major objectives of this project are to:

- 1. Appoint a project technical advisory committee composed of three post-secondary teacher aide/ special child program personnel, one special education paraprofessional, and one special education director/supervisor.
- 2. Identify competencies required by special education educational aides (teacher aides) and other caregivers of young children with special needs, which are unique in serving handicapped children.
- 3. Develop a system of assessment and recognition based upon the established competencies.
- 4. Field-test the competency list and establish the viability of the assessment and recognition system.
- 5. Establish the competencies and recognition system as an integral part of the existing child care/development and paraprofessional (teacher-aide) vocational education programs.

PROJECT METHODOLOGY

The project research assistants, Cherryl Fikes and William Shinder, conducted an exhaustive review of the literature to determine existing special education paraprofessional competency lists. Competency list utilized included the following:

- Paraprofessional Competencies from the Kellogg Model Curriculum Project, Meyer Children's Rehabilitation Institute.
- . Kansas State Paraprofessional Training Program.



- . National Task Force on Special Education Paraprofessional Certification.
- . Louisiana Permit System for Paraprofessionals in Special Education.
- . Texas Department of Mental Health/Mental Retardation Task Analysis to Identify Competencies needed by paraprofessional staff.
- Paraprofessional Model Training Program prepared by New Careers Training Laboratory, City University of New York.

Numerous additional competency lists, most notably those utilized by various community colleges throughout the nation, were analyzed; it was discovered, however, that the major lists mentioned above included all the competencies of any of the other lists.

Next, all of the competencies were recorded on separate three by five index cards, coded to indicate the source then duplicate listings of a competency were eliminated. The remaining competencies were grouped and regrouped until a systematic inclusion of all non-duplicated competencies was accomplished under appropriate major categories. Figure 1 lists the categories of competencies for Special Education Paraprofessionals developed for use in this research study.



Categories of Competencies for Special Education Paraprofessionals

- I. Develops Personal and Professional Competence
- II. Demonstrates Interpersonal Skills
 - A. Communication Skills
 - B. Staff Relations
 - C. Advocacy Skills
 - D. Home-Center Community
 - E. Student-Self Relations
- III. Evaluates and Develops Philosophy of Working with Children with Special Needs
 - IV. Understands Legal and Program Issues
 - V. Demonstrates Skills in Observing and Recording Behavior; Screening and Assessment
- VI. Utilizes the Individual Education Plan Approach
- VII. Works Appropriately in The Learning Environment
 - A. Within the Classroom Instructional Skills
 - B. Clerical/Support Skills
 - C. Develops Instructional Materials
 - D. Demonstrates appropriate Teaching Techniques
- VIII. Individual and Group Management of Student Behaviors
 - IX. Responds to Health and Safety Issues
 - X. Human Development; Typical & Atypical





Advisory Committee Input

With the assistance of Dr. Carroll Parker, Post-Secondary Consultant, Texas Education Agency, an elevenmember advisory committee was established. Appendix A provides a directory of advisory committee members and samples of materials provided to the committee prior to and at the meeting on November 9, 1983. An analysis of the minutes of the committee meeting and written responses from committee members indicated that, as a whole, the committee felt that the initial draft of competencies was quite complete except in the area of multi-cultural awareness. Dr. Elena Ludaris, a Special Education Supervisor for the Edgewood Independent School District, San Antonio, Texas, provided the project research assistants with appropriate competencies in that area of concern as did Dr. Marjorie Kassier, Assistant Professor, College of Education and Clinical Studies, Our Lady of the Lake University, San Antonio, Texas.

The Delphi Technique Questionaire

The project was designed to utilize the Delphi Technique as a valid method for soliciting and combining the opinions of a group of experts. Dalkey (1969) listed three features of this methodology that serve to alleviate the major difficulties of the traditional face-to-face discussion or interview technique:

 Anonymity which prevents the influence of dominant individuals which might arise in a group situation.



- 2. Controlled feedback which reduces the confusion and interference in communication which occur in a group setting.
- 3. Statistical group response which reduces group pressure for conformity which might occur in a group situation and serves to assure the final response of every group member represented.

The Delphi Technique was developed by Dalkey and Helmer while they were working at the RAND Corporation in the mid 1950's. One of the most extensive uses of this method has been in the field of education, particularly to delineate competencies needed by various administrative and teaching personnel (Hudson, 1974)

Canup (1975) states that the Delphi offers the following advantages to achieve consensus on rating scales:

- 1. Delphi allows for a minimum amount of time for panelists to review the information presented.
- 2. Delphi allows for an open-ended questionaire in order to permit panelists to add information they believe to have been omitted from the initial list.
- 3. Delphi enables the panelists to review the group statistical response with respect to and apart from their own perceptions.
- 4. Delphi enables the panelists to re-examine their previous position and to change their opinion with out having to justify their change to any group member.
- 5. Delphi offers a methodology proven to be at least as effective as face-to-face discussions and generally more effective.

Following the input from the advisory committee, the competency list was put into the form of a questionaire using a seven point rating scale with a rating of one indicating strong disagreement and a rating of seven indicating strong



agreement. Appendix B contains a copy of the Round I Questionaire with instructions and accompanying letter. The questionaire was sent to a large sample of professional and paraprofessional public school special education personnel throughout the state. Figure 2 gives a geographical breakdown of respondants to the Round I Questionaire. This initial questionaire allowed respondants to add any competency they felt had been overlooked in the research process. No additional competencies were added to the open-ended questionaire.

When a majority of the initial questionaires was returned, then the research assistants computed the median (Q 2) and interquartile range (Q1-Q3) for each statement in Round I. The quartile interval, Q1-Q3, identified the middle 50 percent of the responses. The size of Q1-Q3 indicated the degree of consensus reached among the respondants. The smaller the quartile interval, the greater was the degree of consensus reached. The purpose of the statistical treatment for Round I was to allow all participants to view the responses of the other participants in order to reach consensus regarding competencies needed by special education educational aides.

The Round II Questionaire (Appendix C) was identical to Round I with the exception being the addition of the median and interquartile range as computed from the responses to Round I. The instructions included with Round II presented an example for interpretation of the median and interquartile range. In addition, the individual's response to the Round



GEOGRAPHICAL DISTRIBUTION OF SAMPLE POPULATION

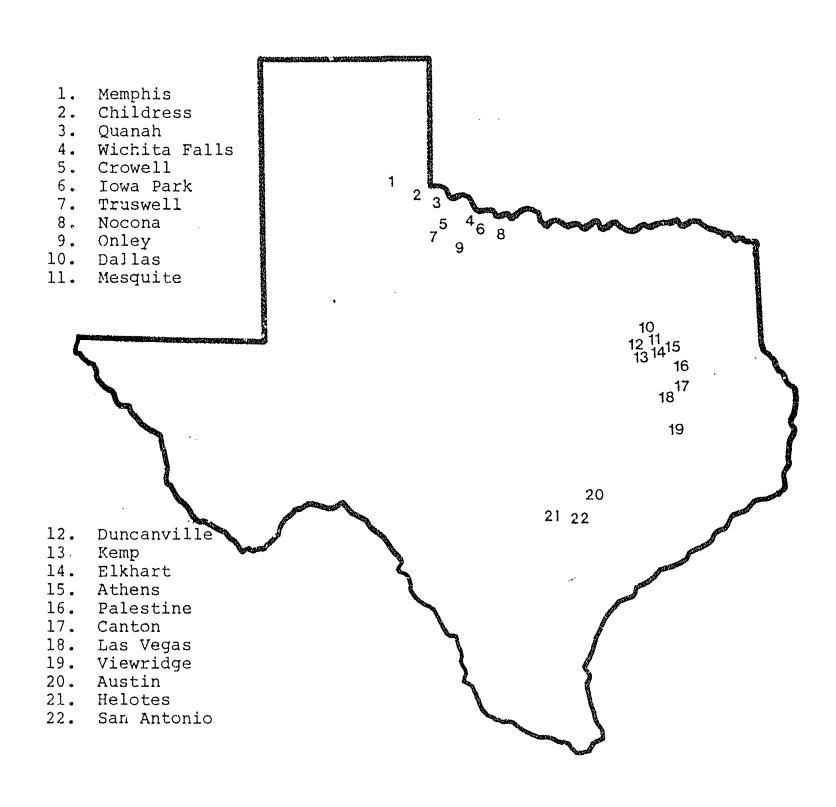


FIGURE 2



I Questionaire was hand marked in the right margin of the Round II Questionaire so that the respondant could also review his/her previous response. Thus, the purpose of the Round II Questionaire was to bring about a convergence of opinion among the special education professionals and paraprofessionals by informing them of the other participants responses.

The median and interquartile range were computed for each statement containted in the Round II Questionaire.

Any item reaching an interquartile range of 2.00 or less and having a median of 5.00 or highter was considered a necessary competency for special education educational aides to possess. The following operational definitions were uti-lized:

- 1. Interquartile Range (measure of consensus)
 - a. 0.00 1.00 Highest consensus
 - b. 1.01 1.50 Very high consensus
 - c. 1.51 2.00 High consensus
 - d. 2.01 3.00 Moderate consensus
 - e. 3.01 7.00 Negligible consensus
- Median (measure of agreement of likelihood)
 - a. 1.00 3.00 High disagreement
 - b. 3.01 5.00 Negligible agreement
 - c. 5.01 7.00 High agreement

Results

Content validity of an initial composite list of competencies needed by paraprofessionals in special educational settings was accomplished using a technical advisory committee and an initial set of responses from 20 paraprofessionals.



The final draft, including suggestions, additions, and revisions of the committee and initial respondants was in a form to allow use of the Delphi Technique. The first round of the questionaire was sent to 206 paraprofessionals and special education professionals throughout the state of Texas.

Responses from Round I of the questionaire were received from 117 subjects, representing a return rate of 56%.

Of the 117 subjects who returned the Round I Questionaire,

84 returned the Round II questionaire also, representing a response rate of 71%. This represents an over-all return rate of 41%.

Upon the return of Round I questionaires, the quartiles were computed for each of the 218 statements on the instrument. The median was the reported Q2 for each statement. The quartile interval, Q1-Q3 contained the middle 50 percent of the responses. This statistical data was superimposed on the Round II questionaire before it was mailed.

Prior to mailing out Round II, all comments from Round I were reviewed by the researchers. No new items had been suggested by two or more respondants for inclusion in the second round; rather, respondants who commented did so in strong agreement or disagreement to statements printed in the questionaire. 34 of the 117 first round respondants returned the second questionaire. This was a 71 percent return rate. Data were tabulated and interquartile ranges



and medians from Round I and Round II were compared. Based on the results of Round II 54 items were below the criteria for inclusion in the final listing.

Table I on the following sixteen pages presents the quartile scores for all competency items for both Round I and Round II of the questionaire with the final decision to retain or delete for each item, indicated by "R" or "D" respectively.

Table 2 lists those competencies that would have been deleted after Round I, but that were retained after Round II. These fourteen items represent a shift in group consensus relative to the importance of those competencies for paraprofessionals. Of these, ten would be unique to paraprofessionals working in a Special education setting.

Table 3 indicates that only one competency item - that of identifying local, state and national advocacy agencies - was retained in Round I but deleted after Round II.

presented in Table I is a listing of deletions by category. This table indicates that both paraprofessionals and professionals in special education noted a limited role of the paraprofessional in the screening and assessment process as well as a need to understand the legal issues involved in working with special needs populations.



TABLE I

Items with Computed Quartiles

Ite	Item I				Roun	d II	1548	Final- Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
1.	Being positive and cooperative.	7	7	7	7	7	7	R
2.	Being punctual and dependable.	7	7	7	7	7	7	R
3.	Being tolerant of a wide range of differences.	7	7	7	7	7	7	R
4.	Respecting multicultural differences.	7	7	7	7	7	7	R
5.	Being flexible.	7	7	7	7	7	7	R
6.	Using good judgement.	7	7	7	7	7	7	R
7.	Accepting criticism or suggestions with a mature attitude.	7	7	7	7	7	7	R
8.	Practicing good personal grooming habits.	6	7	7	7	7	7	R
9.	Displaying good personal mental health.	7	7	7	7	7	7	R
10.	Demonstrating perserverance.	7	7	7	7	7	7	R
11.	Possessing adequate physical health & stamina for the job.	6	7	7	7	7	7	R
12.	Following instructions.	7	7	7	7	7	7	R
13.	Keeping information about children and families confidential.	7	7	7	7	7	7	R
14.	Complementing the teacher's role.	7	7	7	7	7	7	R
15.	Assuming responsibility when appropriate.	6	7	7	7	7	7	R
16.	Functioning independently on familar tasks.	6	7	7	7	7	7	R
3	R- Retained and D- Deleted . 13							
RIC"	17							18

Item	Table I (con't)	Rour	nd I_	Q's	Roui	nd II	Q's	Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
17.	Participating in community activities relating to children.	4	5	7	4	5	7	D
18.	Participating in self-enrichment activities.	5	6	7	5	6	7	R
19.	Appreciating and displaying ethical behavior.	6	7	7	6	7	⁻ 7	R
20.	Understanding and responding appropriately to moral and ethical issues relating to the job.	6	7	7	6	7	7	R
21.	Recognizing own limitations and referring to specialist as needed.	6	7	7	7	7	7	R
22.	Understanding limits of authority,	7	7	7	7	7	7	R
23.	Attending required training workshops.	6	7	7	7/	7	7	R
24.	Demonstrating appropriate use of telephone.	5	7	7	/5	7	7	R
25.	Using and interpreting non-verbal communications.	6	7	7 /	6	7	7	R
26.	Explaining the program to others.	5	7	7/	6	7	7	R
27.	Preparing reports and other written communications correctly.	5	7	7	5	7	7	R
28.	Establishing and maintaning public relations.	5	6	7	5	6	7	R
29.	Communicating appropriately with supervising teacher and other staff.	7	7	7	7	7	7	R
30,	Explaining needs for supplies and equipment to super-visor.	5	7	7	6	7	7	R
31.	Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job.	6	7	7	7	7	7	R
DIC.	R- Retained and D-Deleted 14							2.0
ext Provided by ERIC	19							2

Iten	Table I (con't)	Rou	nd I	Q's	Rou	ind II	Q's	Final Decisior
		Ω1	Q2	Q3	Ω1	Q2	Q3	
32.	Participates appropriately at staff meetings.	6	7	7	6	7	7	R
33.	Providing constructive criticism of teacher and/or the school to the proper person for positive change.	5	6	7	5	6	7	R
34.	Relating to professional staff specific information the student desires to communicate.	5	7	7	6	7	7	R
35.	Conferring with professional staff concerning student's needs or problems.	5	7	7	6	7	7	R
36.	Communicating effectively with parents.	5	7	7	5	7	7	R
37.	Relating appropriately to various community agencies that serve children with special needs and their parents.	4	6	7	Ą	6	7	D
38.	Serving when requested as a liason person between school and home, calling parents, scheduling conferences, etc.	4	6	7	4	6	7	D
39.	Supporting school regulations, practices, and policies.	6	7	7	7	7	7	R
40.	Keeping information about children and families confidential.	7	7	7	7	7	7	R
41.	Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.	6	7	7	6	7	7	R
42.	Redirecting or rechanneling inappropriate or deviant behavior of the student.	6	7	7	6	7	7	R
43.	Relating in language understandable to the student, instructions, messages or other information given by professional or other school personnel.	6	7	7	7	7	7	R
44.	Displaying appropriate body language and affect.	6	7	7	6	7	7	R
C	R-Retained and D-Deleted 15							22

Item	Table I (con't)	Rou	nd I	Q's	Rou	nd II	Q's	Final Decisio
		Ql	Q2	Q3	Q1	Q2	Q3	
45.	Counseling student about consequences of behavior in order to enforce rules and regulations.	5	7	7	5	7	7	R
46.	Counseling student in order to manage behavior problems.	5	7	7	5	7	7	R
47.	Talking with student to discover problem and work out possible solution.	5	7	7	5	7	7	R
48.	Encouraging student to use social and recreational activities designed for re-education and rehabilitation.	5	7	7	5	7	7	R
49.	Explaining rules to new student in order to orient student to new program.	6	7	7	6	7	7	R
50.	Introducing new student to facility, staff and other students.	5	6	7	5	6	7	R
51.	Intervening in dispute between students so as to prevent disorder.	6	7	7	6	7	7	R
52.	Directing or guiding student into activities which provide for release of tension or aggression.	5	7	7	6	7	7	R
53.	Confronting student with inappropriateness of behavior.	5	7	7	5	7	7	R
54.	Understanding the past to gain perspective of special education programs.	5	6	7	5	6	7	R
55.	Awareness of current issues in professional literature.	4	6	7	4	6	7	D
56.	Understanding the concept of least restrictive environment.	5	6	7	5	6	7	R
57.	Relating school-community values and dynamics to program services.	4	5	7	4	5	7	D
	R-Retained and D-Deleted 16							
	23							
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Item	Table I (con't)	Rour	nd I	Q's	Rou	nd II	Q's	Final Decision
		Ωl	Q2	Ω3	Ql	Q2	Q3	
58.	Describing one's own agency philosophy of special education.	4	6	7	4	5	7	D
59.	Developing a personal philosophy of special education.	5	6	7	5	6	7	R
60.	Listing and defining legrl responsibilities on the job.	4	6	7	4	6	7	D
61.	Understanding Sec. 503 and 504 of the Rehabilitation Act as it applies to the work site.	4	6	7	4	6	7	D
62.	Understanding P.L. 94-142: The Education of All Handi- capped Children Act as it applies to the work site,	4	6	7	4	5	7	D
63.	Knowing all state special education rules and regulation which apply to one's work site.	4	6	7	4	6	7	D
64.	Identifying major legal issues that shape services for children with special needs and their impact on working practices on the job.	4	6	7	4	6	7	D
65.	Knowing where to find information about current laws and court decisions.	4	5	6	4	5	6	R
66.	Demonstrating a working knowledge of the various levels of advocacy.	4	5	6	4	5	6	R
67.	Identifying common advocacy tools.	4	5	6	4	5	6	R
68.	Explaining when advocacy is needed and at what level.	4	5	6	4	5	6	R
69.	Identifying local, state, and national advocacy agencies.	4	5	6	3	5	6	D
70.	Defining the roles of team members in the planning process.	4	5	7	4	5	6	R
71.	Describing behaviors that make the team process better and those that make it more difficult.	4	5	7	5	5	7	R
C°	R-Retained and D-Deleted 17						A Principal and Associated Associ	20
ERIC	25							~)

Item	Table I (con't)	Rour	nd I	Q's	Rou	nd II	Q's	Final Decision
		Q1	Q2	Q3	Ql	Q2	Q3	
72.	Describing methods for helping parents/guardians to be more effective in the planning process.	4	5	6	4	5	6	R
73.	Describing the composition and function of an interdisciplinary team meeting.	4	5	7	4	5	5	R
74.	Being aware of how attitudes and values affect outcomes in planning services for children with special needs.	5	6	7	5	6	7	R
75.	Describing the basic parts of the individual IEP program planning process.	4	5	7	4	5	7	D
76.	Taking part in team planning meetings.	4	6	7	4	6	7	D
77.	Reporting own training needs to supervisor or training coordinator.	5	7	7	6	7	7	R
78.	Evaluating task performance of subordinates to determine ability to perform task without direct supervision.	4	6	7	4	6	7	ū
79.	Assisting to train new personnel in job-related skills or procedures.	5	6	7	5	6	7	R
80,	Studying reports, policy manuals or training materials in order to improve knowledge.	5	6	7	5	6	7	R
81.	Understanding role of volunteers.	4	6	7	5	6	7	R
82.	Relating appropriately to program volunteers.	5	6	7	5	6	7	R
83.	Observing and recording student's behavior, emotions, general appearance and occupation of time to assess behavior traits and other characteristics.	5	7	7	5	6	7	R
84.	Observing student to assure cleanliness, grooming and appropriateness of attire.	5	6	7	6	7	7	R
	R-Retained and D-Deleted 18							
Thy ERIC	27							23

Item	Table I (con't)	Rour	ıd I	Q's	Rou	nd II	Q's	Final Decision
		Q1	Q2	Ω3	Ql	Q2	Q3	
85.	Observing environment to determine or record presence and condition of student.	5	6	7	6	6	7	R
86.	Observing and writing comprehensive behavior notes concerning student's interests, responses, progress in class, etc., as directed.	5	6	7	5	6	7	K
87.	Observing and writing descriptively about student's behavior.	5	6	7	5	6	7	R
88.	Expressing observations in a clear, concise, factual manner, both orally and in writing.	5	7	7	6	7	7	R
89.	Performing Hearing screening.	1	4	6	1	4	6	D
90.	Performing Speech and Language screening.	1	4	6	1	4	6	D
91.	Performing Vision screening.	1	4	6	1	4	6	D
92.	Performing Spinal column impairments screening.	1	3	5	1	3	4	D
93.	Performing Learning Disabilities screening.	1	3 .	6	1	4	6	D
94.	Knowing special education rules and procedures associated with screening.	3	5	7	3	5	7	D
95.	Demonstrating elementary assessment skills including the ability to pinpoint academic strengths and weak nesses.	3	5	7	3	5	6	D
96.	Analyzing assessment data.	2	4	6	3	4	5	D
97.	Describing the relationship of assessment to goal setting.	3	5	7	3	5	5	R
	R-Retained and D-Deleted 19							
C Vy ERIO	29						Č	0

Item	Table I (con't)	Rour	nd I	Q's	Rou	nd II	. Q's	Final Decision
•		Ql	Q2	Q3	Ql	Q2	Q3	
98.	Understanding the relationship of assessment to selection of intervention strategies and goal achievement.	4	5	7	4	5	6	D
99.	Recognizing the importance of assessing more than just specific student behaviors.	4	6	7	4	6	7	D
100.	Familiarizing self with popularly used assessment in- struments.	3	5	7	3	5	6	D
101.	Administering classroom assessment instruments.	3	5	7	3	5	6	D
102.	Scoring and interpreting basic classroom assessment instruments.	2	5	7	2	4	6	D
103.	Counting and recording specific student behaviors as part of assessment process.	4	6	7	4	5	6	R
104.	Implementing daily lesson plans.	5	7	7	5	6	7	R
105.	Writing daily lessson plans.	1	4	6	2	4	6	D
106.	Recommending changes and adaptations in instructional activities and materials.	4	5 .	7	4	5	7	D
107.	Sequencing instructional activities assigned by teacher.	5	7	7	5	7	7	R
108.	Implementing recommended procedures associated with basic care of child with special needs.	6	7	7	Ö	7	7	R
109.	Designing individual program to teach new behavior or modify existing one.	2	5	7	2	5	6	D
110.	Reading and interpreting individual education plan.	4	6	7	4	6	7	D
111.	Updating individual education plan under supervision of teacher or other professional.	5	6	7	5	6	7	R
0	R-Retained and D-Deleted 20							
RIC At Provided by ERIC	31	-						32

Item	Table I (con't)	Roui	nd I Q	់ន	Roun	d II	Q's	Final Decision
		Ω1	Q2	Ω3	Q1	Q2	Q3	
112.	Developing techniques to motivate children with special needs to learn new skills.	5	7	7	5	7	7	R
113.	Capitalizing on incidential learning opportunities.	5	7	7	6	7	7	R
114.	Providing opportunities for problem-solving.	5	7	7	5	6	7	R
115.	Working one-to-one with withdrawn students.	6	7	7	6	7	7	R
116.	Following student's daily schedule of activities in order to keep student gainfully occupied.	6	7	7	6	7	7	R
117.	Using behavior management skills as directed by teacher.	7	7	7	7	7	7	R
118.	Using appropriate reinforcement techniques.	6	7	7	7	7	7	R
119.	Training students in personal grooming techniques such as hair brushing, nail clipping, shaving, etc.	5	6	7	6	7	7	R
120.	Training student in basic body hygiene such as tooth- brushing, hand washing, etc.	, 5	7	7	6	7	7	R
121.	Teaching students self-help skills such as simple house-hold chores, arts and crafts, etc.	5	7	7	6	7	7	R
122.	Training students in dressing techniques including clothing selection, care of clothing, etc.	5	6	7	6	7	7	R
123.	Training student in meal-time skills such as self-feeding, clean-up, etc.	5	7	7	6	7	7	R
124.	Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.	6	7	7	6	7	7	R
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Item	Table 1 (con't)	Round	ound I Q's Round II				Q's	Final Decision	
		Ql	Q2	Q3	Q1	Q2	Q3		
125.	Understanding and using appropriate methods in teaching basic reading.	5	7	7	6	7	7	R	
126.	Understanding and using appropriate methods in teaching basic math skills.	6	7	7	6	7	7	R	
127.	Understanding and using appropriate methods in teaching basic speech and language skills.	6	7	7	6	7	7	R	
128.	Understanding and using appropriate methods for teaching academic disciplines of science, geography, civics, etc.	3	5	7	4	5	7	D	
129.	Working with a child through a prescribed physical routine.	6	7	7	6	7	7	R	
130.	Supervising children in organized play experiences such as non-competitive games or using physical education equipment.	6	7	7	6	7	7	R	
131.	Helping children use art materials for creative expression.	6	7	7	5	6	7	R	
132.	Reading stories to children.	6	7	7	6	7	7	R	
133.	Assisting children to develop concepts of time and space.	6	7	7	6	7	7	R	
134.	Presenting health and safety concepts.	6	7	7	ό	7	7	R	
135.	Selecting, evaluating, and using audio-visual materials such as films, filmstrips, puppets, flannel boards, etc.	5	7	7	5	7	7	R	
136.	Answering incoming calls as directed.	5	7	7	5	7	7	R	
137.	Helping to supervise lunch and snack-time.	5	7	7	5	7	7	R	
138.	Operating duplicating machines and other office equipment.	6	7	7	7	7	7	R	
EDIC:	R-Retained and D-Deleted 22						and the contract of the contra		
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Item	Table I (con't)	Roun	d I Q'	s	Rou	nd II	Final Decision	
		Ql	<u>Ω</u> 2	Q3	Q1	Q2	Ω3	
139.	Ordering and returning audio-visual materials.	5	7	7	5	7	7	R
140.	Getting materials ready for a lesson.	6	7	7	6	7	7	R
141.	Supervising student clean-up and other transitional activity times.	6	7	7	7	7	7	R
142.	Maintaining records such as taking attendance.	6	7	7	7	7	7	R
143.	Inventorying classroom equipment and supplies as needed.	6	7	7	6	7	7	R
144.	Ordering new or additional equipment and supplies as needed.	4	6	7	5	6	7	R
145.	Understanding and applying basic principles of classroom management.	5	7	7	6	7	7	R
146.	Collecting money from students.	4	6	7	5	7	7	R
147.	Supervising outdoor acticities.	6	7	7	6	7	7	R
148.	Maintaining bulletin boards and other classroom displays.	6	7	7	6	7	7	R
149.	Keeping classroom supplies and equipment in order.	6	7	7	6	7	7	R
150.	Preparing routine classroom reports.	5	6	7	5	6	7 .	R
151.	Demonstrating accurate and neat printing skills.	5	7	7	6	7	7	R
152.	Preparing overhead transparencies.	5	6	7	5	6	7	R
153.	Preparing skill-testing devices.	4	5	7	4	5	7	D
154.	Collecting and storing materials for constructing teacher-made materials.	5	6	7	6	6	7	R
0	R-Retained and D-Deleted 23							
Provided by ERIC	37							38

Item	Table I (con't)	Rou	nd I	Q's	Roui	nd II	Q's	Final Decision
		Ω1	Q2	Q3	Q1	Ü2	Q3	
155.	Preparing skill-testing devices.	Ϋ́	6	7	5	6	7	R
156.	Preparing large print material.	5	6	7	5	6	7	R
157.	Preparing braille materials.	4	5	7	4	5	7	D
158.	Constructing specialized equipment for physically disabled students.	3	5	7	3	5	7	D
159.	Preparing audio tapes for dyslexic students.	4	5	7	4	5	7	D
160.	Modifying commercially-prepared materials to meet needs of individual handicapped child.	4	5	7	5	5	7	R
161.	Developing and preparing communication boards.	4	5	7	4	5	7	D
162.	Directing students in organized play experiences such as playing games or using adaptive physical education equipment.	6	7	7	6	7	7	R
163.	Working with a child through a prescribed physical routine.	5	7	7	6	7	7	R
164.	Demonstrating knowledge and skills requied to develop recommended behavior shaping procedures.	5	6	7	5	6	7	R
165.	Selecting appropriate reinforcers.	5	6	7	5	6	7	R
166.	Understanding the characterisctics and limitations of punishment.	6	7	7	6	7	7	R
167.	Utilizing the technique of response chaining.	5	6	7	5	6	7	R
168.	Knowing and using the technique of fading.	4	6	7	5	6	7	R
	R-Retained and D-Deleted 24							
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Item	em Table I (con't) Round I Q's Round II							
		Ql	Q2	Q3	Ql	Q2	Q3	
169.	Presenting a group lesson while monitoring student attending behaviors.	5	6	7	5	6	7 .	R
170.	Adapting or changing instructional materials or teaching techniques during a lesson to insure student success in the learning process.	5	6	7	5	6	7	R
171.	Washing hads before and after direct physical contact with students.	6	7	7	6	7	7	R
172.	Reporting toxic or hypersensitive medication reaction to appropriate staff.	6	7	7	7	7	7	R
173.	Inspecting student's teeth and brushing teetch of students who cannot perform this task.	4	6	7	4	6	7	D D
174.	Maintaining a hygenic classroom environment.	,6	7	7	6	7	7	R
175.	Reporting symptoms of illness in students to appropriate personnel.	7	7	7	7	7	7	R
176.	Observing student for evidence of injuries such as cuts or bruises.	6	7	7	7	7	7	R
177.	Cleaning body excreta from student, floors, furniture, etc.	4	6	7	4	6	7	, D
178.	Knowing and using correct first aid procedures.	6	7	7	6	7	7	R
179.	Assisting another person who is seizuring.	6	7	7	6	7	7 .	R
180.	Appropriately storing medication.	5	7	7	6	7	7	R
181.	Taking and recording temperature, pulse, respiration, and blood pressure of student as directed.	3	6	7	3	6	7	D
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Item	Table I (con't)	Pable I (con't) Round I Q's Round II Q's						
		<u>Q1</u>	Q2	Q3	Ql	Q2	Q3	Decision
182.	Recongizing, observing and reporting seizures.	6	7	7	6	7	7.	R
183.	Describing staff responsibilities related to all phases of medication cycle.	4	6	7	4	6	7	D
184.	Describing common treatment of seizures.	5	6	7	5	6	7	R
185.	Supervising and assisting student in toileting, hygiene and good grooming practices.	5	6	7	5	6	7	R
186.	Reporting significant changes in physical condition of student to supervisor or medical personnel.	6	7	7	7	7	7	R
187.	Completing basic cardio-pulmonary resuscitation course.	5	7	7	5	7	7	R
188.	Earning Basic First Aid Certificate from the American Red Cross.	5	7	7	5	6	7	R
189.	Positioning correctly students with physical disabili-ties.	6	7	7	6	7	7	R
190.	Transfering students with physical disabilities safely from one place to another,	6	7 .	7	6	7	7	R
191.	Disarming students of weapons or other dangerous objects.	5	7	7	5	7	7	R
192.	Subduing a violent student in order to preven injury to student and others.	5	7	7	5	7	7	R .
193.	Structuring a safe environment.	6	7	7	6	7	7	R
194.	Supervising students in transit in a safe manner.	6	7	7	6	7	7	R
195.	Counting students periodically to insure they all are accounted for.	6	7	7	6	7	7	R
	R-Retained and D-Deleted 26						4.4	
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Item	Table I (con't)	Rou	nd I ()'s	_Roui	nd II	Q's	Final Decision
		Ql	Q2	Q3	Ql	Q2	Q3	
196.	Informing authorities of student accidents.	6	7	7	6	7	7	.R
197.	Locking or unlocking building, office, cabinets, etc. to control use of access to area.	5	7	7	5	7	7	R ,
198.	Training students in fire safety, drills and accident prevention.	5	7	7	6	7	7	R
199.	Investigating incidents and injuries involving students and fill out necessary reports.	5	6	7	5	6	7,	R
200.	Eliminating hazards in order to prevent injury to students and others.	6	7	7	7	7	7	R .
201.	Planning student evacuation in event of fire or other disaster situation.	5 .	.7	7	5	7	7	R,
202•	Checking orthopedic appliances, wheelchairs, standing tables, and other specialized equipment for safety factors.	4	7	7	5	6	7	R .
203.	Defining and appropriately using terminology commonly associated with special education and various handicapping conditions.	4	6	7	4	6	7	D
∠04.	Describing the characteristics and causes of various handicapping conditions.	4	5	6	4	5	6	R
205,	Identifying major enviornmental and genetic factors that impact on prenatal development.	3	5	7	3	5	6	D
206.	Identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 0-21.	3	5	7	3	5	6	D
207.	Identifying the major milestones in motor, language, and social development.	3	5	7	3	5	6	D
8	R-Retained and D-Deleted 27							4 o
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Item	Table I (con't)	Round I Q's Round II Q's						Final Decision
		<u>Q1</u>						
208.	Identifying the primary developmental tasks of adulthood.	3	5	6	3	5	6	D .
209.	Identifying examples of developmental delay in young children.	4 .	5	7	3	5	6	р.
210.	Defining the principle of narmalization.		5	7	3	5	б	D
211.	Understanding the relationship between culture and family expectations of a handicapped child.		5	7	4	5	7	D
212.	Recognizing the impact of bilingual/bicultural issues in cognitive, social and language development.	4	5	7	4	5	7	D
213.	Demonstrating knowledge of different types of bilingual programs and benefits/difficulties associated with each of the above.	3	5	7	3	5	7	D
214.	Demonstrating ability to modify/adapt/develop materials and curriculum to meet needs of bilingual child.	3	5	7	3	5	7	D
215.	Demonstrating ability to determine through formal or informal techniques child's proficiency in English and other language system.	3	5	7	3	5	7	D
216.	Demonstrating ability to accept and appreciate differences in culture and to communicate this effectively to child.	5	6	7	5	6	7	R
217.	Communicating effectively with parents from different cultural lifestyles.	5	6	7	5	6	7	R
218.	Communicating with other professionals in the importance of bilingual/bicultural issues.	4	5	7	4	5	7	D
	R-Retained and D-Deleted 28					***************************************		
	47							43

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TABLE 2

Round I Deletions Retained after Round II

Competency Item

- 70. Defining the roles of team members in the planning process.
- 71. Describing behaviors that make the team process better and those that make it more difficult.
- 73. Describing the composition and function of an inter-disciplinary team meeting.
- 81. Understanding role of volunteers.
- 97. Describing the relationship of assessment to goal setting.
- 98. Understanding the relationship of assessment to selection of intervention strategies and goal achievement.
- 103. Counting and recording specific student behaviors as part of assessment process.
- 144. Ordering new or additional equipment and supplies as needed.
- 146. Collecting money from students.
- 155. Preparing a picture file.
- 160. Modi: fying commercially-prepared materials to meet needs of individual handicapped child.
- 168. Knowing and using the technique of fading.
- 202. Checking orthopedic appliances, wheelchairs, standing tables, and other specialized equipment for safety factors.
- 204. Describing the characteristics and causes of various handicapping conditions.



TABLE 3

Round I Retention Deleted After Round II

Competency Item

69. Identifying local, state and national advocacy agencies.



TABLE 4

CATEGORIES OF DELETIONS

	pete itle		Number of Deletions
r.	Per	sonal and Professional Competence	
	A. B.	Personal and Professional Behavior Professional Behavior	0 1
II.	Int	erpersonal Skills	
	A. B. C. D.	General Communication Skills Interpersonal Skills Competence in Staff Relations Interpersonal Skills in Home-Community Relations Interpersonal Skills Competencies when relating to students	0 ons 0 s 2 0
III.	Phi	losophy of Working With Children with Special Nee	eds
	Α.	Evaluating and Developing a Philosophy of working with children	3
IV.	Und	erstanding Legal and Program Issues	
	A. B. C.	Understanding Legal Issues Advocacy Program Development and Issues	5 1 3
٧.	Rec Nee	ording, Screening and Assessing Children with Spe ds	ecial
	A. B. C.	Observation Skills Screening Children for Special Needs Assessment Process	0 6 6
VI.	Uti	lizes the Individual Education Plan Approach	
	Α.	Individual Education Plan	4
VII.	Wor	ks Appropriately in The Learning Evnironment	
		Instructional Skills Clerical and Support Skills Instructional Materials	1 0 5
vIII.	Ind	ividual and Group Management of Student Behaviors	5
	Α.	Individual and Group Management	0



IX.	Responds to Health and Safety Issues									
	A. B.	Responding to Health Issues Safety Matters	4							
Х.	Knor	Knowledge of Human Development								
	Α.	Typical and Atypical	8							
XI.	Bilingual/Bicultural Issues									
	Α.	Bilingual/Bicultural Issues	5							

FINAL PRODUCTS

Using the data presented earlier on Table I the researchers created a check-list form for use by instructors to indicate the course number under which a particular competency was taught, the date the student completed that competency learning and the mastery level attained by the student. Figure 3 is a copy of the checklist of competencies retained after Round II deletions.

The checklist was field tested by instructors of the Special Child Program at San Antonio College. Twenty-five currently enrolled students in the Fall, 1984 semescer were observed using the competencies checklist. Results indicated that the checklist was a valid measure of competencies attained. There was no significant disagreement between instructor and student responses to the competency attainment as indicated by the checklist.

The retained competencies were then used to develop a chart as indicated by the DACUM Model. Appendix D is a copy



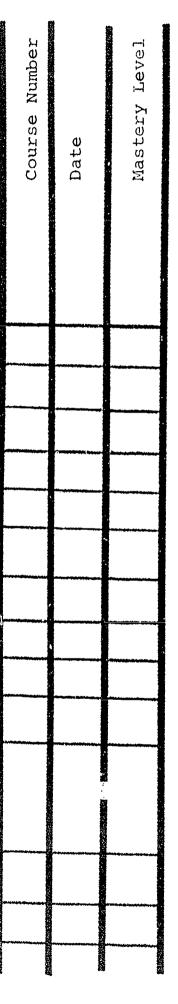
of the Special Education Paraprofessional Assessment and Recognition Chart. This form in actual use would be reduced and printed on a single sheet of thin tagboard to represent a permanent record of the student's attainment of recognized competencies necessary for special education paraprofessionals.



IDENTIFIED COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES (TEACHER AIDES)

I. PERSONAL AND PROFESSIONAL COMPETENCE

- A. The Special Education Educational Aide demonstrates competencies in personal and professional behavior by:
 - 1. Being positive and cooperative.
 - 2. Being punctual and dependable.
 - 3. Being tolerant of a wide range of differences.
 - 4. Respecting multicultural differences.
 - 5. Being flexible.
 - 6. Using good judgment.
 - 7. Accepting criticism or suggestions with a mature attitude.
 - 8. Practicing good personal grooming habits.
 - 9. Displaying good personal mental health.
 - 10. Demonstrating perseverance.
 - 11. Possessing adequate physical health and stamina for the job.
- B. The Special Education Educational Aide demonstrates competencies in professional behavior by:
 - 12. Following instructions.
 - 13. Keeping information about children and families confidential.
 - 14. Complementing the teacher's role.



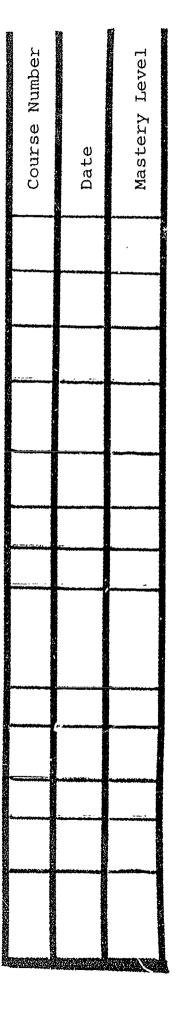


15.	Assuming	responsibility	when	appropriate.
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- 16. Functioning independently on familiar tasks.
- 17. Participating in self-enrichment activities.
- 18. Appreciating and displaying ethical behavior.
- 19. Understanding and responding appropriately to moral and ethical issues relating to the job.
- 20. Recognizing own limitations and referring to specialist as needed.
- 21. Understanding limits of authority.
- 22. Attending required training workshops.

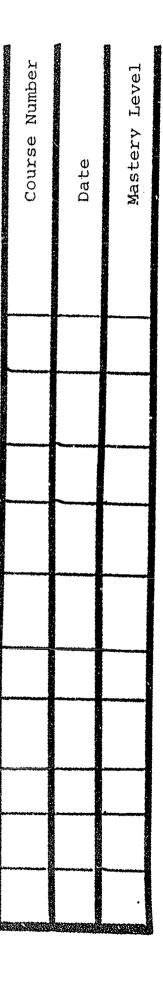
II. DEMONSTRATES INTERPERSONAL SKILLS

- A. The Special Education Educational Aide demonstrates competence in the area of general communication skills by:
 - 23. Demonstrating appropriate use of telephone.
 - 24. Using and interpreting non-verbal communications.
 - 25. Explaining the program to others.
 - 26. Preparing reports and other written communications correctly.
 - 27. Establishing and maintaining public relations.



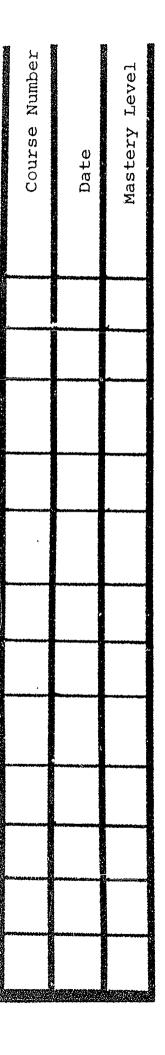


- B. The Special Education Educational Aide demonstrates interpersonal skills competence in staff relations by:
 - 28. Communicating appropriately with supervising teacher and other staff.
 - 29. Explaining needs for supplies and equipment to supervisor.
 - 30. Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job.
 - 31. Participates appropriately at staff meetings.
 - 32. Providing constructive criticism of teacher and/or the school to the proper person for positive change.
 - 33. Relating to professional staff specific information to the student desires to communicate.
 - 34. Conferring with professional staff concerning student's needs or problems.
- C. The Special Education Educational Aide demonstrates interpersonal skills in Home-Community Relations by:
 - 35. Communicating effectively with parents.
 - 36. Supporting school regulations, practices, and policies.
 - 37. Keeping information about children and families confidential.





- D. The Special Education Educational Aide demonstrates interpersonal skills competencies when relating to students by:
 - 38. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.
 - 39. Redirecting or rechanneling inappropriate or deviant behavior of the student.
 - 40. Relating in language understandable to the student, instructions, messages or other school personnel.
 - 41. Displaying appropriate body language and affect.
 - 42. Counseling student about consequences of behavior in order to enforce rules and regulations.
 - 43. Counseling student in order to manage behavior problems.
 - 44. Talking with student to discover problem and work out possible solution.
 - 45. Encouraging student to use social and recreational activities designed for re-education and rehabilitation.
 - 46. Explaining rules to new student in order to orient student to new program.
 - 47. Introducing new student to facility, staff and other students.
 - 48. Intervening in dispute between students. so as to prevent disorder.
 - 49. Directing or guiding student into activities which provide for release of tension or aggression.

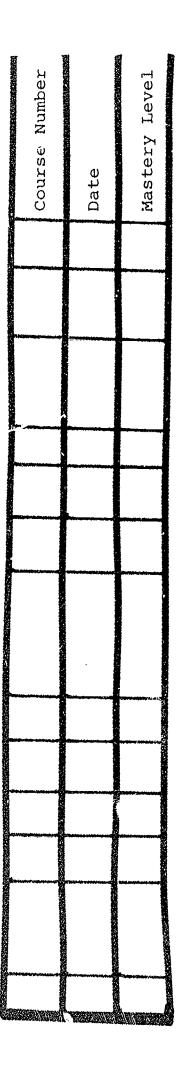




- 50. Confronting student with inappropriateness of behavior.
- III. EVALUATES AND DEVELOPS PHILOSOPHY OF WORKING WITH CHILDREN WITH SPECIAL NEEDS
 - A. The Special Education Educational Aide demonstrates the following competencies in evaluating and developing a philosophy of working with children by:
 - 51. Understanding the past to gain perspective of special education programs.
 - 52. Understanding the concept of least restrictive environment.
 - 53. Developing a personal philosophy of special education.

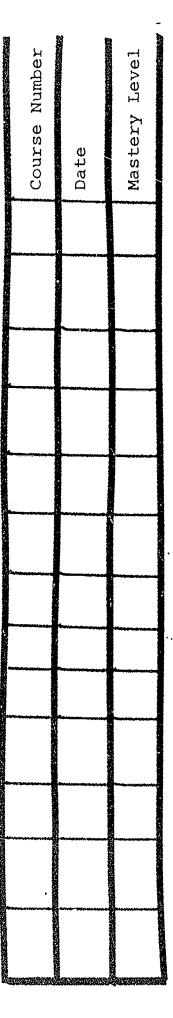
IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES

- A. The Special Education Educational Aide demonstrates competencies in the area of advocacy by:
 - 54. Knowing where to find information about current laws and court decisions.
 - 55. Demonstrating a working knowledge of the various levels of advocacy.
 - 56. Identifying common advocacy tools.
 - 57. Explaining when advocacy is needed and at what level.
- B. The Special Education Educational Aide demonstrates competency in Program Development and Issues by:
 - 58. Defining the roles of team members in the planning process.





- 59. Describing behaviors that make the team process better and those that make it more difficult.
- 60. Describing methods for helping parents/ guardians to be more effective in the planning process.
- 61. Describing the composition and function of an interdisciplinary team meeting.
- 62. Being aware of how attitudes and values affect outcomes in planning services for children with special needs.
- 63. Reporting own training needs to supervisor or training coordinator.
- 64. Assisting to train new personnel in jobrelated skills or procedures.
- 65. Studying reports, policy manuals or training materials in order to improve knowledge.
- 66. Understanding role of volunteers.
- 67. Relating appropriately to program volunteers.
- V. DEMONSTRATES SKILLS IN OBSERVING AND RECORDING, SCREENING AND ASSESSING CHILDREN WITH SPECIAL NEEDS.
 - A. The Special Education Educational Aide demonstrates competency in observation skills by:
 - 68. Observing and recording student's behavior, emotions, general appearance and occupation of time to assess behavior traits and other characteristics.
 - 69. Observing student to assure cleanliness, grooming and appropriateness of attire.

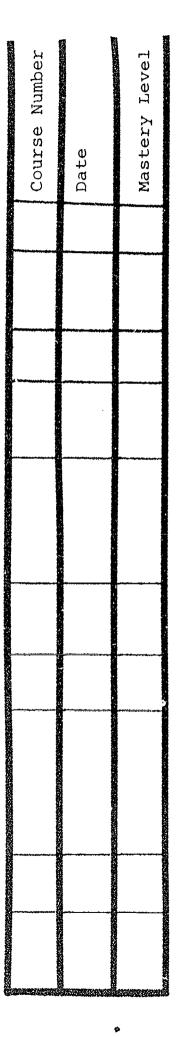




- 70. Observing environment to determine or record presence and condition of student.
- 71. Observing and writing comprehensive behavior notes concerning student's interests, responses, progress in class, etc., ad directed.
- 72. Observing and writing descriptively about student's behavior.
- 73. Expressing observations in a clear, concise, factual manner, both orally and in writing.
- B. The Special Education Educational Aide demonstrates competency in understanding and participating in the assessment process by:
 - 74. Describing the relationship of assessment to goal.
 - 75. Understanding the relationship of assessment to selection of intervention strate-gies and goal achievement.
 - 76. Counting and recording specific student behaviors as part of assessment process.

VI. UTILIZES THE INDIVIDUAL EDUCATION PLAN APPROACH

- A. The Special Education Educational Aide demonstrates competency in utilizing the individual education plan approach by:
 - /7. Implementing daily lesson plans.
 - 78. Sequencing instructional activities assigned by teacher.
 - 79. Implementing recommended procedures associated with basic care of child with special needs.

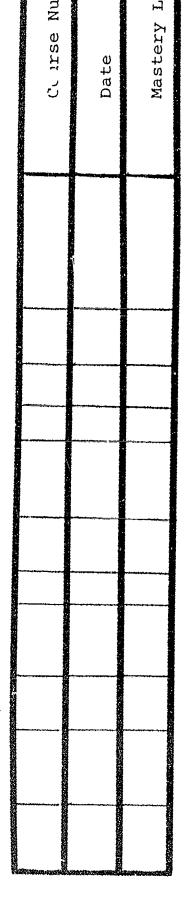




80. Updating individual education plan under supervision of teacher or other professional.

VII. WORK APPROPRIATELY IN THE LEARNING ENVIRONMENT

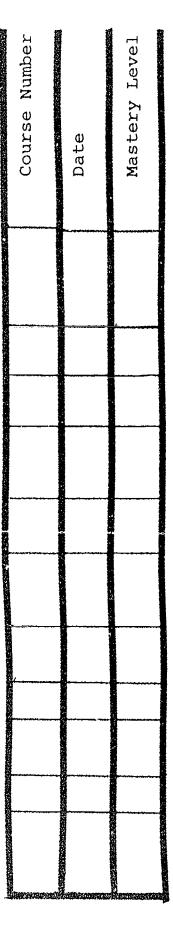
- A. The Special Education Educational Aide demonstrates competency in instructional skills by:
 - 81. Developing techniques to motivate children with special needs to learn new skills.
 - 82. Capitalizing on incidental learning opportunities.
 - 83. Providing opportunities for problem-solving.
 - 84. Working one-to-one with withdrawn students.
 - 85. Following student's daily schedule of activities in order to keep student gainfully occupied.
 - 86. Using behavior management skills as directed by teacher.
 - 87. Using appropriate reinforcement techniques.
 - 88. Training students in personal grooming techniques such as hair brushing, nail clipping, shaving, etc.
 - 89. Training students in basic body hygiene such as toothbrushing, hand washing, etc.
 - 90. Teaching students self-help skills such as simple household chores, arts and crafts, etc.
 - 91. Training students in dressing techniques including clothing selection, care of clothing, etc.





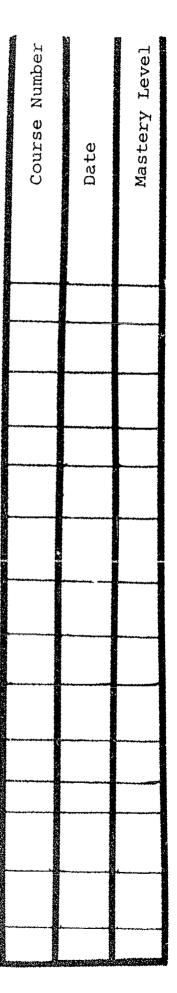
92.	Training	students	in	meal-time	skills
	such as	self-feedi	.nq	, clean-up,	etc.

- 93. Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.
- 94. Understanding and using appropriate methods in teaching basic reading.
- 95. Understanding and using appropriate methods in teaching basic math skills.
- 96. Understanding and using appropriate methods in teaching basic speech and language skills.
- 97. Working with a child through a prescribed physical routine..
- 98. Supervising children in organized play experiences such as non-competitive games or using physical education equipment.
- 99. Helping children use art materials for creative expression.
- 100. Reading stories to children.
- 101. Assisting children to develop concepts of time and space.
- 102. Presenting health and safety concepts.
- 103. Selecting, evaluating, and using audiovisual materials such as films, filmstrips, puppets, flannel boards, etc.





- B. The Special Education Educational Aide demonstrates competency in clerical and support skills by:
 - 104. Answering incoming calls as directed.
 - 105. Helping to supervise lunch and snack-time.
 - 106. Operating duplicating machine and other office equipment.
 - 107. Ordering and returning audio-visual materials.
 - 108. Getting materials ready for a lesson.
 - 109. Supervising student clean-up and other transitional activity times.
 - 110. Maintaining records such as taking attendance.
 - 111. Inventorying classroom equipment and supplies as needed.
 - 112. Ordering new or additional equipment and supplies as needed.
 - 113. Understanding and applying basic principles of classroom management.
 - 114. Collecting money from students.
 - 115. Supervising outdoor activities.
 - 116. Maintaining bulletin boards and other class-room displays.
 - 117. Keeping classroom supplies and equipment in order.
 - 118. Preparing routine classroom reports.

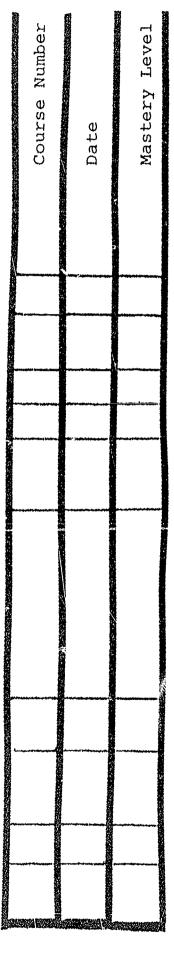




- C. The Special Education Educational Aide demonstrates competency in developing and preparing instructional materials.
 - 119. Demonstrating accurate and neat printing skills.
 - 120. Preparing overhead transparencies.
 - 121. Collecting and storing materials for constructing teacher-made material.
 - 122. Preparing a picture file.
 - 123. Preparing large print material.
 - 124. Modifying commercially-prepared materials to meet needs of individual handicapped child.

VIII. INDIVIDUAL AND GROUP MANAGEMENT OF STUDENT BEHAVIORS

- A. The Special Education Educational Aide demonstrates competency in individual and group management of student behaviors by:
 - 125. Directing students in organized play experiences such as playing games or using adaptive physical education equipment.
 - 126. Working with a child through a prescribed physical routine.
 - 127. Demonstrating knowledge and skills required to develop recommended behavior shaping procedures.
 - 128. Selecting appropriate reinforcers.
 - 129. Understanding the characteristics and limitations of punishment.

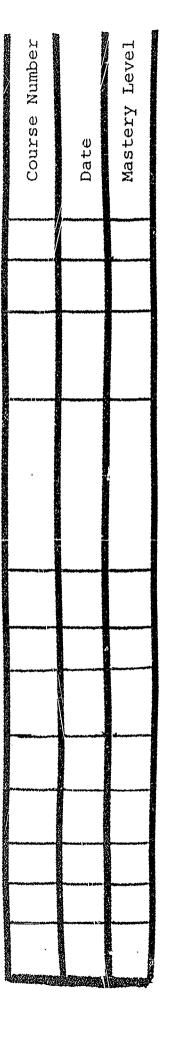




- 130. Utilizing the technique of response chaining.
- 131. Knowing and using the technique of fading.
- 132. Presenting a group lesson while monitoring student attending behaviors.
- 133. Adapting or changing instructional materials or teaching techniques during a lesson to insure student success in the learning process.

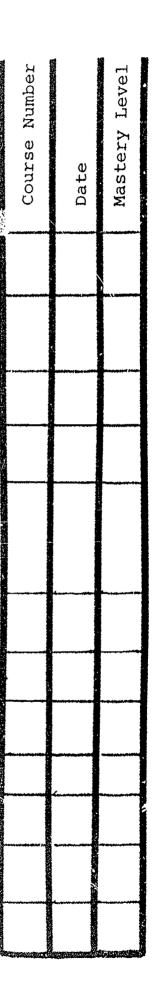
IX. RESPONDS TO HEALTH AND SAFETY ISSUES

- A. The Special Education Educational Aide demonstrates competency in responding to health issues by:
 - 134. Washing hands before and after direct physical contact with students.
 - 135. Reporting toxic or hypersensitive medication reaction to appropriate staff.
 - 136. Maintaining a hygienic classroom environment.
 - 137. Reporting symptoms of illness in students to appropriate personnel.
 - 138. Observing student for evidence of injuries such as cuts or burises.
 - 139. Knowing and using correct first aid procedures.
 - 140. Assisting another person who is seizuring.
 - 141. Appropriately storing medication.
 - 142. Recognizing, observing, and reporting seizures.





- 143. Describing common treatment of seizures.
- 144. Supervising and assisting student in toileting, hygiene and good grooming practices.
- 145. Reporting significant changes in physical condition of student to supervisor or medical personnel.
- 146. Completing basic cardio-pulmonary resuscitation course.
- 147. Earning Basic First Aid Certificate from the American Red Cross.
- B. The Special Education Educational Aide demonstrates competency in safety matters by:
 - 148. Positioning correctly students with physical disabilities.
 - 149. Transferring students with physical disabilities safely from one place to another.
 - 150. Disarming students of weapons or other dangerous objects.
 - 151. Subduing a violent student in order to prevent injury to student and others.
 - 152. Structuring a safe environment.
 - 153. Supervising students in transit in a safe manner.
 - 154. Counting students periodically to insure they all are accounted for.
 - 155. Informing authorities of student accidents.





156.	Locking or unlocking building, office,
	cabinets, etc. to control use or access
	to area.

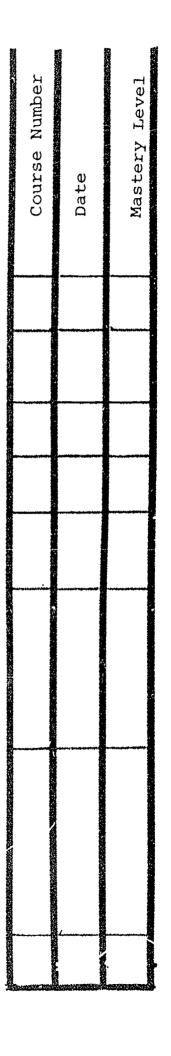
- 157. Training students in fire safety, drills and accident prevention.
- 158. Investigating incidents and injuries involving students and fill out necessary reports.
- 159. Eliminating hazards in order to prevent injury to students and others.
- 160. Planning student evacuation in event of fire or other disaster situation.
- 161. Checking orthopedic appliances, wheelchairs, standing tables and other specialized equipment for safety factors.

X. KNOWLEDGE OF HUMAN DEVELOPMENT: TYPICAL AND ATYPICAL

- A. The Special Education Educational Aide demonstrates competency in knowledge of typical and atypical human development by:
 - 162. Describing the characteristics and causes of various handicapping conditions.

XI. BILINGUAL/BICULTURAL ISSUES

- A. The Special Education Educational Aide demonstrates competencies in the area of bilingual/ bicultural issues by:
 - 163. Demonstrating ability to accept and appreciate differences in culture and to communicate this effectively to child.
 - 164. Communicating effectively with parents from different cultural lifestyles.





APPENDIX A
ADVISORY COMMITTEE



ADVISORY COMMITTEE MEMBERS

TEA Grant: Competencies for Special Education Educational Aides

Ms. Josefina Franco-Alvarado Texas Department of Mental Health/Mental Retardation P.O. B(12668 Austin, Texas 78711

Mr. Edward Geotz, Director Education Services San Antonio State School 5910 South Presa St. San Antonio, Texas 78223

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Ms. Frances Robbins, Director Department of Special Education Edgewood Independent School District 5358 West Commerce San Antonio, Texas 78237

Ms. Alicia Trevino, Director Buttons and Bows Child Care Center No. 2 9035 Huebner Road San Antonio, Texas 78240

Ms. Shirley Corpreu, Project Manager Non-Public School Programs Special Education Section Education Service Center XX 1214 Hines Ave. San Antonio, Texas 78208



TEA Grant Advisory Committee

November 8, 1982

Madrid Room

San Antonio College

9:00 - 9:15	Greetings from Dean Nellie Thorogood, Occupational Education and Technology Elizabeth Culbertson, Project Director
9:15 - 9:25	Introduction of Committee Members W.L. Shinder
9:30 - 9:45	Description of Research Project Cherryl Fikes, Research Assistant W.L. Shinder, Research Assistant Carroll Parker, TEA Consultant
9:45 -10:00	Progress to date Cherryl Fikes and W.L. Shinder
10:00 -11:30	Review of Competency List and Suggestions for Change
11:30 -12:30	Lunch, Faculty Lounge (next-door to Madrid Room)
12:30 - 1:30	Identification of Questionnaire Recipients
1:30 - 1:45	Wrap-up and Evaluation



COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES

I. PERSONAL AND PROFESSIONAL COMPETENCE

- A. The Special Education Educational Aide demonstrates competencies in personal behavior by:
 - 1. Being positive and cooperative
 - 2. Taking pride in the job
 - 3. Being punctual
 - 4. Being dependable
 - 5. Being tolerant
 - 6. Being adaptable
 - 7. Being flexible
 - 8. Being industrious
 - 9. Using good judgement
 - 10. Being courteous
 - 11. Accepting criticism or suggestions with a mature attitude
 - 12. Practicing good personal grooming habits
 - 13. Displaying good personal mental health
 - 14. Having a pleasing voice
 - 15. Demonstrating perserverence
 - 16. Maintaining physical health
- B. The Special Education Educational Aide demonstrates competencies in personal behavior by:
 - 17. Following instructions
 - 18. Keeping information about children and families confidential
 - 19. Complementing teachers role



- 20. Assuming responsibility when appropriate
- 21. Functioning independently on familiar tasks
- 22. Participating in community activities
- 23. Scheduling and using time effectively
- 24. Participating in self-enrichment activities
- 25. Appreciating and displaying ethical behavior
- 26. Responding to moral and social issues
- 27. Recognizing own limitations and refers to specialist as needed
- 28. Understanding limits of authority
- 29. Attending required training workshops



II. DEMONSTRATES INTERPERSONAL SKILLS

- A. The Special Education Educational Aide demonstrates competence in the area of general communication skills by:
 - 30. Demonstrating appropriate use of telephone
 - 31. Communicating naturally with children
 - 32. Using and interpreting non-verbal communications
 - 33. Explaining the program to others appropriately
 - 34. Preparing: reports and other written communications correctly.
 - 35. Establishing and maintaining public relations
- B. The Special Education Educational Aide demonstrates interpersonal skills competences in staff relations by:
 - 36. Communicating appropriately with supervising teacher
 - .37. Communicating appropriately with other school personnel
 - 38. Working effectively and co-operatively with other staff members
 - 39. Explaining needs for supplies and equipment to supervisor
 - 40. Consulting co-worker or supervisor for assistance in dealing with problems arising on the job.
 - 41. Discussing students problems at staff meeting.
 - 42. Providing constructive criticisms of teacher and/or the school to the proper person for positive change
 - 43. Relating to professional staff specific information student desires to communicate.
 - 44. Confering with professional staff concerning student's needs or problems.
- C. The Special Education Educational Aide demonstrates interpersonal skill competencies in the area of advocacy by:
 - 45. Demonstrating knowledge of the various levels of advocacy
 - 46. Identifying common advocacy tools
 - 47. Explaining when advocacy is needed and at what level
 - 48. Naming the steps in a successful advocacy process.
 - 49 . Identifying local, states, national advocacy agencies.



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- D. The Special Education Educational Aide demonscrates interpersonal skills in Home-School-Community Relations by:
 - 50: Communicating effectively with parents
 - 51. Relating appropriately to various community agencies that serve children with special needs and their parents.
 - 52. Supporting school regulations practices and policies.
 - 53. Receiving and appropriately transmitting verbal communication from parents to professional staff.
 - 54. Serving as a liason person between school and home, calling parents, scheduling conferences.
- E. The Special Education Educational Aide demonstrates interpersonal skills competencies when relating to students by:
 - 55. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.
 - 56. Redirecting or rechanneling inappropriate or deviant behavior of the student.
 - 57. Relating in language understandable to the student, instructions, messages or other information given by professional or other school personnel
 - 58. Counselling student about consequences of behavior in order to enforce rules and regulations.
 - 59. Questioning student in order to determine nature of problem or conflict
 - 60. Counselling student in order to control behavior problems.
 - 61. Talking with student to discover problem and work out possible solution.
 - 62. Encouraging student to use social and recreational activities designed for re-education and rehabilitation.
 - 63. Explaining rules to new student in order to orient student to new program.
 - 64. Introducing new student to facility, staff and other students.
 - 65. Intervening in dispute between students so as to prevent disorder.
 - 66. Directing or guiding student into activities which provide for release of tension or aggression.
 - 67. Confronting student with inappropriateness of behavior.



- III. EVALUATES AND DEVELOPS PHILOSOPHY OF WORKINGS WITH CHILDREN WITH SPECIAL NEEDS.
 - A. The Special Education Educational Aide demonstrates the following competencies in evaluating and developing a philosophy of working with children with special needs by:
 - 68. Analyzing the past to gain perspective of special education programs.
 - 69. Evaluating professional literature.
 - 70. Keeping abreast of new developments in the field.
 - 71. Evaluating the concept of least restrictive environment.
 - 72. Developing a personal philosophy of special education.
 - 73. Describing ones agency's philosophy of service delivery.
 - 74. Relating school-community values and dynamics to program services.



IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES.

- A. The Special Education Educational Aide demonstrates competencies in understanding legal issues by:
 - 75. Listing and defining legal responsibilities on the job.
 - 76. Understanding Sec. 503 and 504 of the Rehabilitation Act as it applies to work site.
 - 77. Understanding P.L. 94-142- The Education of All Handicapped Children Act as it applies to work site.
 - 78. Knowing special education rules and regulations associated with the implementation of federal and state laws.
 - 79. Knowing where to find current information about laws and court decisions.
 - 80. Describing the impact of major court decisions on services to children with special needs.
 - 8]. Describing the impact of new legislation, court decisions, rules and regulations on the rights of children with special needs and their families.
 - 82. Identifying the impact of legislation on services to children with special needs.
 - 83. Identifying major legal issues that shape services for children with special needs and their impact on working practices on the job.
- B. The Special Education Educational Aide demonstrates competency in Program Development and Issues by:
 - 184. Defining the roles of team members in the planning process.
 - 85. Describing behaviors that make the team process better and those that make it more difficult.
 - 86. Outlining the recommended order for planning meetings.
 - 87. Describing methods for helping parents/guardians to be more effective in the planning process.
 - 88. Describing the composition and function of an interdisciplinary team process.
 - 89. Knowing how attitudes and values affect outcomes in planning services for children with special needs.
 - 90. Describing the reasons for and benefits of the program planning process.



- 91. Describing the basic parts of the individual program planning process.
- 92. Taking part in team planning meetings
- 93. Understanding role and responsibilities of related service personnel.
- 94. Understanding of educational program and facilities.
- 95. Reporting oron training deficencies to supervisor or training coordinator.
- 96. Evaluating task performance of subordinates to determine ability to perform procedure without direct supervision.
- 97. Observing activities of subordinates in order to insure that facility or center policies and procedures are followed.
- 98. Informing subordinates of administrative changes.
- 99. Assisting to train new personnel in job-related skills or procedures.
- 100. Informing supervisor of problems, progress and program activities and making recommendations for improvement.
- 101. Studying reports, policy manuals or training materials in order to improve knowledge.
- 102. Evaluating program components to determine whether program is working for particular student.



- V. DEMONSTRATES SKILLS IN OBSERVATING AND RECORDING, SCREENING AND ASSESSING CHILDREN WITH SPECIAL NEEDS.
 - A. The Special Education Educational Aide demonstrates competency in observation skills by:
 - 103. Observing and recording students behavior, emotions, general appearance and occupation of time to assess behavior traits and other characteristics.
 - 104. Observing student to assure cleanliness, grooming and appropriateness of attire.
 - 10% Observing environment to determine or record presence and condition of student.
 - 106: Observing and writing comprehensive behavior notes concerning students interests, responses, progress in class, etc., as directed.
 - 1077 Observing and writing descriptively about students behavior.
 - 198. Expressing observations in a clear, concise, factual manner, both orally and in writing.
 - B. The Special Education Educational Aide demonstrates competency in screening children for special needs by:
 - 179. Performing Hearing screening
 - 11C. Performing Speech and Language screening
 - 111. Performing Vision screening
 - 112. Performing Spinal column impairments screening
 - 113. Performing Learning disablities screening
 - 114. Knowing special education rules and procedures associated with screening.
 - C. The Special Education Educational Aide demonstrates competency in understanding and participating in the assessment process by:
 - 1'58. Demonstrating elementary assessment skills including the ability to purpoint academic strengths and weaknesses
 - 116. Analyzing assessment data
 - 117. Describing the relationship of assessment to goal setting
 - 118. Understanding the relationship of assessment to selection of intervention strategies and goal achievement.
 - 119. Recognizing the importance of assessing more than just specific student behaviors.



- 120. Familiarizing self with popularly used assessment instruments
- 121. Administering classroom assessment instruments
- 122. Scoring and interpreting basic classroom assessment instruments
- 123. Counting and recording specific student behaviors as part of assessment process

VI. UTILIZES THE INDIVIDUAL EDUCATION PLAN APPROACH

The Special Education Educational Aide demonstrates competency in utilizing the individual education plan approach by:

- 124. Implementing daily lesson plans
- 125. Writing daily lesson plans
- 126. Recommending changes and adaptations in instructional activities and materials
- 127. Sequencing instructional activities assigned by teacher
- 128. Implementing recommended procedures associated with basic care of child with special needs
- 129. Designing individual program to teach nev behavior or modify existing one.
- 130. Reading and interpreting individual education plan
- 131. Updating individual education plan under supervision of teacher or other professional

VII. WORKS APPROPRIATELY IN THE LEARNING ENVIRONMENT

- A. The Special Education Educational Aide demonstrates competency in instructional skills by:
- 132. Developing techniques to motivate children with special needs to learn new skills
- 133. Capitalizing on incidential learning opportunities
- 134. Providing opportunities for problem-solving
- 135. Working one-to-one with withdrawn students
- 136. Following student's daily schedule of activities in order to keep student gainfully occupied.



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- 137. Using behavior management skills as directed by teacher
- 138. Using appropriate reinforcement techniques
- 139. Training students in personal grooming techniques such as hair brushing, nail clipping, shaving etc.
- 140. Training student in basic body hygiene such as toothbrushing, hand washing, etc.
- 141. Teaching students self-help skills such as simple household chores, arts and crafts, etc.
- 142. Training students in dressing techniques including clothing selection care of clothing, etc.
- 143. Training student in meal-time skills such as self-feeding, clean-up, etc.
- 144. Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.
- 145. Understanding and using appropriate methods in teaching basic reading.
- 146. Understanding and using appropriate methods in teaching basic math skills.
- 147. Understanding and using appropriate methods in teaching basic speech and language skills.
- 148. Understanding and using appropriate mentods for teaching academic disciplines of science, geography, civics etc.
- 149. Working with a child through a prescribed physical routine.
- 150. Supervising children in organized play experiences such as non-competitive games or using physical education equipment.
- 151. Helping children use art materials for creative expression.
- 152. Reading stories to children.
- 153. Assisting children to develop concepts of time and space.
- 154. Presenting health and safety concepts.
- 155. Selecting, evaluating, and using audio-visual materials such as films, filmstrips, puppets, flannel boards, etc.



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APPENDIX B
ROUND I QUESTIONAIRE



SAN ANTONIO COLLEGE 1300 SAN PEDRO • (512)733-2410 • SAN ANTONIO, TEXAS 78284

DEPARTMENT OF CHILD DEVELOPMENT

Dear Friend,

Texas Education Agency has granted us funds to compile and validate a list of competency skills and knowledge needed by special education paraprofessionals. We need your help to complete this project. Attached is a list that indicates competency statements from a variety of programs and current literature. You are asked to indicate your agreement or disagreement with each statement by drawing a circle around the number on the scale from one (disagree) to seven (agree).

For example if you strongly agree that the competency is one that paraprofessionals in special education should have, then you could indicate that as follows:

Disagree Agree 1 2 3 4 5 6 7

On the other hand, if you disagree that the statement is necessary; your disagreement should be indicated by circling as follows:

Disagree Agree 7

Circling number 4 would indicate that you think the statement is about as important as unimportant; circling any other numbers (2, 3 5. or 6) would indicate respectively increasing levels of agreement or disagreement with the statement, depending upon the direction of your attitudes.

Please respond to every statement; be certain to make only one response per statement. Space has been provided at the end of the questionnaire for any specific statements which you would like to add.

We would appreciate your returning the questionnaire in the enclosed, addressed envelope so that it reaches us by

Responses to this questionnaire will be tabulated as quickly as possible. The questionnaire will be returned to you indicating the group average response. You will be asked to consider this as you respond a second time to the same group of statements.

William L. Shinder, Jr.

Research Assistant

Chamal Falls

Sincerely

Research Assistant

WS:db Encl



PLEASE FILL OUT AND RETURN WITH QUESTIONNAIRE. THE SECOND ROUND QUESTIONNAIRE WILL BE MAILED TO YOU AT THE ADDRESS YOU GIVE.

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OSITION	

THANK YOU,



COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES

QUESTIONNAIRE :

bilicuing statements are sharacteristics of a quality laboratory training experience.	Disagree					
. PERSONAL AND PROFESSIGNAL COMPETENCE		•				_
A. The Special Education Educational Aide demonstrates competencies in personal and professional benavior by:		•	••-			
 3eing positive and cooperative. 	1:	:	3	4	5	-
2. Being punctual and dependable.	1	2	3	4	5	-
3. Seing tolerant of a wide range of differences.	1	2	3	4	5	•
4. Respecting multicultural differences.	1	2	3	4	5	·
5. Being flexible.	1:	2	3	4	5	
6. Using good judgement.	1	:	3	;	5	
7. Accepting criticism or suggestions with a mature attitude.	l.	2	3	4	5	
3. Practicing good personal grooming habits.	1	2	3	4	5	
9. Ofsplaying good personal mental health.	1	2	3	4	5	
10. Demonstrating perserverance.	12	2	3	4	5	ő
11. Possessing adequate physical health & stamina for the job.	1	2	3	4	5	<u></u> -
dditions:	1	2	3	4	5	÷
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	1	2	3	4	÷	6
 The Special Education Educational Aide demonstrates competencies in professional behavior by: 	1:	2	;	4	5	6
12. Following instructions.	1	2	:	4	5	á
 Keeping information about children and families confidential. 	1:	2	3	4	5	-
14. Complementing the teacher's role.	-	٠,			 -	~





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15. Assuming responsibility when appropriate.			2	3	4	5	ó
16. Functioning independently on familiar tasks.		1	2	3	4	5	5
17. Participating in community activities relating to child	ren	1	2	3	4	5	6
18. Participating in self-enrichment activities.	***************************************	1	2	3	4	 5	6
19. Appreciating and displaying ethical behavior.	****	1	2	3	4	5	6
20. Understanding and responding appropriately to moral and		1	2	3	4	5	 خ
	as	1	2	3	4	5	6
22. Understanding limits of authority.	·	ı	2	3	4	5	6
23. Attending required training workshops.		1	2	3	4	5	6
15. Assuming responsibility when appropriate. 16. Functioning independently on familiar tasks. 17. Participating in community activities relating to children with appropriate growth activities. 18. Participating in self-enrichment activities. 19. Appreciating and displaying ethical behavior. 20. Understanding and responding appropriately to moral and athical issues relating to the lob. 21. Recognizing own limitations and refering to specialist as needed. 22. Understanding limits of authority. 23. Attending required training workshops. 1 2 1 2 1 2 A. The Special Education Educational Aide demanstrates competence in the area of general communication skills by: 24. Gemonstrating appropriate use of telephone. 25. Using and interpreting non-verbal communications. 26. Explaining the program to others. 27. Preparing reports and other written communications 28. Establishing and maintaining public relations. 1 2	2	3	4	5	6		
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II. CEMONSTRATES INTERPERSONAL SKILLS	***************************************	L.	2	3	4	5	6
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25. Using and interpreting non-verbal communications.		1	2	3	4	5	ń
26. Explaining the program to others.		1	2	3	4	5	ő
27. Preparing reports and other written communications correctly.		1	2	3	4	5	ó
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Additions:		1	2	3	4	5	ō

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	Dibagree							7
3. The Special Education Educational Aide demonstrates interpersonal skills competence in staff relations by:								.,
 Communicating appropriately with supervising teacher and other staff. 	1		2	3	4	5	5	
30. Explaining needs for supplies and equipment to supervisor.	1		2	3	4	5	5	
 Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job. 	1		2	3	4	5	5	_
32. Participates appropriately at staff meetings.	1		2 	3	4	5	÷	_
 Providing constructive criticism of teacher and/or the school to the proper person for positive change. 	1	:	2	3	4	5	÷	•
 Relating to professional staff specific information the student desires to communicate. 	1		2	3	4	5	6	
 Conferring with professional starf concerning student's needs or problems. 	1		2	3	4	5	÷	
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C. The Special Education Educational Aide demonstrates inter- personal sxills in Home-Community Relations by:								_
36. Communicating effectively with parents.	1		2	3	4	5	ō	
37. Relating appropriately to various community agencies that serve children with special needs and their parents.	ı		2	3	4	5	5	•
 Serving when requested as a liason person between school and home, calling parents, scheduling conferences, etc. 	:		2	3	4	5	5	
39. Supporting school regulations, practices, and policies.	1		2	3	4	5	6	
40. Keeping information about children and families confi- dential.	1		2	?	4	5	5	
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The Special Education Educational Aide demonstrates interpersonal skills competencies when relating to students by:		*******	www.maa	*******	10101111		
41. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.	1	2	3	4	5	6	-
42. Redirecting or rechanneling inappropriate or deviant behavior of the student.	1	2	3	4	5	6	-
Relating in language understandable to the student, 43. instructions, messages or other information given by professional or other achool personnel.	1	2	3	4	5	5	_
44. Displaying appropriate body language and affect.	1	2	3	4	3	· ·	_
45. Counselling student about consequences of behavior in order to enforce rules and requiations.	1	2	3	4	5	6	
46. Counselling student in order to manage behavior problems.	1	3	3	4	5	6	
47. Talking with student to discover problem and work out possible solution.	1	2	3	4	5	6	
48. Encouraging student to use social and recreational activities designed for remeducation and remabilitation.	1	2	3	4	5	6	
49. Explaining rules to now student in order to ordent student to new program.	1	2	3	4	5	6	
 Introducing new student to facility, staff and other students. 	1	2	3	4	5	6	
 Intervening in dispute between students so as to prevent disorder. 	1	2	3	4	5	5	
52. Directing or guiding student into activities which provide for release of tension or aggression,	1	2	3	4	5	ó	
53. Confronting student with inappropriateness of behavior.	1	2	3	4	5	6	
aditions:	1	2	3	4	5	à	,
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II. EVALUATES AND DEVELOPS PHILOSOPHY OF WORKING WITH CHILOREN WITH SPECIAL MEEDS	1	2	3	4	5	- á	1
A. The Special Education Educational Aide demonstrates the following competencies in evaluating and developing a philosophy of working with children by:							•
54. Understanding the past to gain perspective of special education programs.	:	2	3	4	5	····	,
55. Awareness of current issues in professional literature.	1	2	.3	4	5	á	
56. Understanding the concept of least restrictive environ- ment.	1	2	3	4	5	á	į
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	Dibagies	*****					•
 Relating school-community values and dynamics to program services. 	ı	2	3	4	5	6	
58. Describing one's own agency philosophy of special education.	1	2	3	4	5	6	
59. Daveloping a personal philosophy of special education.	1	2	3	4	5	6	
dditions:	ì	2	3	4	5	5	
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	1	2	3	4	5	6	-
	1	2	3	4	5	6	••
	1	7	3	4	5	6	
Y. UNDERSTANDS LEGAL AND PROGRAM ISSUES	1	2	}	4	5	6	-
A. The Special Education Educational Aide demonstrates competency in understanding legal issues by:							_
60. Listing and defining legal responsibilities on the job.	1	à	3	4	5	6	
61. Understanding Sec. 503 and 504 of the Rehabilitation Act	1	2	3	1	5	ó	
62. Understanding P.L. 94-142: T.:s Education of All Handicap- ped Children Act as it upplies to the work site.	1	2	3	4	5	5	~
63. Knowing all state special education rules and regulation which apply to one's work site.	1	2	3	4	5	6	•••
I entifying major legal issues that shape services for 64- children with special needs and their impact on working practices on the job.	i	2	3	4	5	6	_
dditions:	1	2	3	4	5	6	
	1	2	3	4	5	ŕ	-
	:	2	3	4	5	á	
	i	2	3	4	5	ó	
The Special Education Educational Aide demonstrates competencies in the area of advocacy by:		· apagement		****			
 Knowing where to find information about current laws and court decisions. 	1	2	3	4	5	ó	_
66. Demonstrating a working knowledge of the various levels of advocacy.	:	2	3	4	3	ó	•
57. Identifying common advocacy tools.	1	2	3	4	5	ó	_
68. Explaining when advocacy is needed and at what level.	i	2	3	4	5	ź	•

1 2 3 4 5 5 69. [dentifying local, state and national advocacy agencies. Additions: 4 5 6 1 2 3 1 2 3 4 5 5 1 2 3 4 5 5 C. The Special Education Educational Aide demonstrates competency in Program Development and Issues by: 1 2 3 4 5 70. Defining the roles of team members in the planning process. Describing behaviors that make the team process better and those that make it more difficult. 6 1 2 3 Describing methods for helping parents/guardians to be more effective in the planning process. 1 2 3 4 5 72. 6 Describing the composition and function of an inter-1 2 3 4 5 73. disciplinary team meeting, Being aware of how attitudes and values affect outcomes in planning services for children with special needs. ń 1 2 3 75. Describing the basic parts of the individual IEP program 1 2 3 4 5 6 planning process. ó 1 2 3 4 5 76. Taking part in team planning meetings. 1 2 3 4 5 ò 77. Reporting own training needs to supervisor or training coordinator.
Evaluating task performance of supordinates to determine ź 1 2 3 5 78. ability to perform task without direct supervision. 6 79. Assisting to train new personnel in job-related skills or procedures. Studying reports, policy manuals or training materials in order to improve knowledge, 5 1 2 3 30. 31. Understanding role of volunteers. 1 2 3 4 5 82. Relating appropriately to program volunteers. Additions: 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 6 5

DY



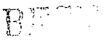
3.

	Disagi ce						
7. DEMONSTRATES SKILLS IN OBSERVATING AND REGURDING, SCREENING AND ASSESSING CHILDREN 4[TH SPECIAL MEEDS,		******			·		_
A. The Special Education Educational Aide demonstrates competency in observation skills by:							
Observing and recording student's behavior, emotions, 83. general appearance and occupation of time to assess behavior traits and other characteristics.	i	2	3	4	5	6	_
34. Observing student to assure cleanliness, grooming and appropriateness of attire.	1	2	3	4	5		_
35. Observing environment to determine or record presence and condition of student.	1	2	3	4	5	ó	
Observing and writing comprehensive behavior notes con- 86. cerning student's interests, responses, progress in class, etc., as directed	1	2	3	4	5	6	
37. Observing and writing descriptively about student's be- havior.	l.	2	J	4	5	ó	
88. Expressing observations in a clear, concise, factual manner, both orally and in writing.	1	2	3	4	5	6	
aditions:	1	2	3	4	5	·	
	1	2	3	4	5	á	
	1	2	3	4	5	6	
	1	2	3	4	3	5	•
	1	2	3	4	5	6	•
 The Special Education Educational Aide demonstrates competency in screening children for special needs by: 		neropolot i.	,			****	•
89. Performing Heering screening.	1	2	3	4	5	ó	•
90. Performing Speech and Language screening.	i	2	3	4	5	5	•
91. Performing Vision screening	ı	2	3	1	5	6	
92. Performing Spinal column impairments screening.	1	2	3.	4	\$	·	
93. Performing Learning Disabilities screening.	ì	2	3	4	5	6	_
94. Knowing special aducation wies and procedures assoct-	1	:	3	4	5		
Additions:	:	2	;		5	÷	
	1	1]	1	÷	ó	
	1	2	3	4	5	3	
			3	4	·	ó	•





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		Usagree						•
C. tenc	Special Education Educational Aide demonstrates compe- y in understanding and participating in the assessment ess by:	***************************************	***********				*******	4
95.	Demonstrating elementary assessment skills including	1	2	3	4	5	6	
96.	Analyzing assessment data.	1	2	3	4	5	6	
97.	setting.	1	:	3	4	5	õ	
38.	Understanding the relationship of assessment to selection of intervention strategies and goal achievement.	i.	2	3	4	5	ó	
99.		1	2	3	4	5	á	
100.	Familiarizing self with popularly used assemsment instruments.	1	2	3	4	5	6	;
101.	Administering classroom assessment instruments.	1	2	3	4	5	·	5
102.	Scoring and interpreting basic classroom assessment instruments.	ı	2	3	4	5	6	;
102	Counting and recording specific student behaviors as	1	2	3	4	5	6	ś
103.	part of assessment process.	1						_
iditions:	part of assessment process	1	2	3	4	5	6	• ;
······································	DART OF ASSESSMENT DEPOCESS		2					; ;
······································	PARE OF ASSESSMENT OFFICESS	1	2		4	5		
······································	DATE OF ASSESSMENT DEDCESS	1	2	3	4	5	6	; ;
······································	PARE OF ASSESSMENT OFFICESS	1	2	3	4	5 5	6	· · · · · · · · · · · · · · · · · · ·
dditions:	THE INDIVIDUAL EDUCATION PLAN APPROACH	1 1	2 2 2	3	4 4 4	5 5 5	6	; ; ;
I_ UTILIZES The Speci	THE INDIVIDUAL EDUCATION PLAN APPROACH	1 1	2 2 2	3 3 3	4 4 4	5 5 5	6	; ;
I. UTILIZES The Speci	THE INDIVIDUAL EDUCATION PLAN APPROACH	1 1 1 1 1	2 2 2 2	3 3 3	4 4 4	5 5 5	6 6	5 5 5 5
I. UTILIZES The Specificing 104. [mp	THE INDIVIDUAL EDUCATION PLAN APPROACH Tal Education Educational Aide demonstrates competency in the individual aducation plan approach by:	1 1 1 1 1 1	2 2 2 2 2 2	3 3 3 3	4 4 4	5 5 5 5 5 5 5	6 6	; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;
I. UTILIZES The Specificing 104. Imp	THE INDIVIDUAL EDUCATION PLAN APPROACH ial Education Educational Aide demonstrates competency in the individual aducation plan approach by: plementing daily lesson plans.	1 1 1 1 1 1 1	2 2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4	5 5 5 5 5 5	6 6	· · · · · · · · · · · · · · · · · · ·
The Speciarilizing 104. Imp 105. Writing	The INDIVIDUAL EDUCATION PLAN APPROACH Tal Education Educational Aide demonstrates competency in the individual education plan approach by: Dementing daily lesson plans. Iting daily lesson plans.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4 4	5 5 5 5 5 5	6 6 6 6	5
The Spect utilizing 104. Imp	THE INDIVIDUAL EDUCATION PLAN APPROACH ial Education Educational Aide demonstrates competency in a the individual aducation plan approach by: plementing daily lesson plans. iting daily lesson plans. commending changes and adaptations in instructional activities and materials.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	4 4 4 4	5 5 5 5 5 5 5	6 6 6	5 5 5 5 5 5 5 5 5
The Specifications: 104. Imp 105. Writing 107. Sec 108. Imp 109. Des	The INDIVIDUAL EDUCATION PLAN APPROACH ial Education Educational Aide demonstrates competency in a the individual education plan approach, by: plementing daily lesson plans. iting daily lesson plans. commending changes and adaptations in instructional activities and materials. quencing instructional activities assigned by teacher. plementing recommended procedures associated with basic	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4 4 4	5 5 5 5 5 5 5 5 5	666666666666666666666666666666666666666	5





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111. Updating individual education plan under supervision of teacher or other professional.			2	3	4	5	6	
Additions:		1	:	3	4	5	ó	
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		ı	2	3	4	5	ä	und.
/II. WORKS APPROPRIATELY IN THE LEARNING ENVIRONMENT		~						
A. The Special Education Educational Aide demonstrates compe- tency in instructional skills by:								
112. Developing techniques to motivate children with special needs to learn new skills.	·	1	2	3	4	5		
113. Capitalizing on incidential learning opportunities.		1	2	3	4	5	é	5
114. Providing apportunities for problem-solving.		1	2	3	4	5		5
115. Working one-to-one with withdrawn students.		1	2	3	4	5		ś
116. Following student's daily schedule of activities in order to keep student gainfully occupied.		1	2	3	4	5	(6
117. Using behavior management skills as directed by teach- ar.		1	2	3	4	5		;
118. Using appropriate reinforcement techniques.		1	2	3	4	5		÷
119. Training students in personal grooming techniques such		ı	2	3	4	5		á
120. Training student in basic body hygiene such as tooth- brushing, hand washing, etc.		1	2	3	4	5		5
121. Teaching students self-help skills such as simple household chores, arts and crafts, etc.		1	2	3	4	5		5
122. Training students in dressing techniques including clothing selection, care of clothing, etc.		1	:	3	4	5		ó
123. Fraining student in meal-time skills such as self- feeding, clean-up, etc.		:	1	3	4	3		oʻ
Supervising students in planned activity as directed 124, by professional staff, such as recreational director, teacher speech therapist, etc.		:	2	3	4	5		ś
125. Understanding and using appropriate methods in teach- ing basis reading.		!	3	3	4	3		ن
126. Understanding and using appropriate methods in teach- ing pasic with skills.		L	2	2	4	5		ò
127. Understanding and using appropriate methods in teach- ing basic speech and language skills.		•	:	3	4	5		÷

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understanding and using appropriate methods for teach- 128, ing academic disciplines of science, geography, civics, etc.	1		2	3	4	5	6	
129. Working with a child through a prescribed physical routine.	1	•	2	J	4	5	6	
Supervising children in organized play experiences such 130. as non-compatitive games or using physical education equipment.	1		2	3	.1	5	6	
131. Helping children use art materials for creative expression.	1		2	3	4	ż	6	
132. Reading stories to children.	:		2	3	4	5	ż	
133. Assisting children to develop concepts of time and space.		-	2	J	4	5	6	
134. Presenting health and safety concepts.	1	L	2	3	4	5	,	5
Selecting, evaluating, and using audio-visual mater- 135. ials such as films, filmstrips, puppets, flannel Spards, etc.	1		2	3	4	5	(6
dditions:	1	ι	2	3	4	5		5
8. The Special Education Educational Aide demonstrates com- perency in electical and support skills by:								_
136. Answering incoming calls as directed.	1	l 	2	3	4	5	•	5
137. Helping to supervise lunch and snack-time.	:	<u>.</u>	2	3	4	5		5
136. Operating duplicating machines and other office	1	l 	2	1	4	5		5
139. Ordering and returning audio-visual materials.	:		2	3	4	5	,	5
140. Getting materials ready for a lesson.		:	2	3	4	3	,	6
141. Supervising student clean-up and other transitional activity times.		:	2	3	4	5	(5
142. Maintaining records such as taking attendance.	:	.	2	1	4	5		5
143. Inventorying classroom equipment and supplies as needed.			2	3	4	5		5
144. Ordering new or additional equipment and supplies is needed.	1	l	:	3	4	5	(5
185. Understanding and applying basic principles of class- commanagement.	:	:	2	3	4	5		5
146. Collecting money from students.	1	1	2	3	4	5		5
147. Supervising outdoor activities,		<u>.</u>	2	3 	4	5		5
	1.	1	2	3	4	5	•	5
148. Maintaining bulletin boards and other classroom dis- plays.				~~~~				-

	-	Disagree		*****				
150. P	reparing routine classroom reports.	 	2	3	4	5		
Additions:		1	2	3	4	5	ó	
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		1	2	3		5	5	-
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***************************************		1:	2	3	4	5	6	
	ecial Education Educational Aide demonstrates com- cy in developing and preparing instructional materials			~~~~			**************************************	~
	Demonstrating accurate and neat printing skills.	1	2	3	4	5	6	
152.	Preparing overhead transparencies.	1	2	3	4	5	6	
153.	Preparing skill-testing devices.	1:	2	3	4	5	ó	,
154.	Collecting and storing materials for constructing . teacher-made material.	ı	2	3	4	5	6	
155.	Preparing a picture file.	1	2	3	4	5	5	i
156.	Preparing large print material.	1	3	;	1	5	5	,
157.	Preparing braille materials.	1	2	3	4	3	5	,
158.	Constructing specialized equipment for physically disabled students.	1	2	3	4	5	5	į
159.	Preparing audio tapes for dyslexic students.	1	2	3	4	5	ś	;
160.	Modifying commercially-prepared materials to meet needs of individual handicapped child.	1	2	3	4	5		;
161.	Developing and preparing communication boards.	1	3	3	4	ő	5	;
Additions:	·	1:	2	3	4	5	ė	;
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VIII. INDIVIDUAL AND GROUP MANAGEMENT OF STUDENT BEHAVIORS			*****			
The Special Education Educational Aide demonstrates competency in individual and group management of student behaviors by:		(186, 7))			***************************************	1
Directing students in organized play experiences such as 162 playing games or using adaptive physical education equipment.	1	2	3	4	5	6
163. Working with a child through a prescribed physical routine.	1	2	3	4	5	5
164. Demonstrating knowledge and skills required to develop recommended behavior shaping procedures.	1	2	3	4	5	5
165. Selecting appropriate reinforcers.	1	2	3	4	5	6
166. Understanding the characteristics and limitations of punishment.	1	2	3	4	5	6
167. Utilizing the technique of response chaining.	1	2	3	4	5	6
168. Knowing and using the technique of fading.	1	2	3	4	5	6
169. Presenting a group lesson while monitoring student	1	2	3	4	5	6
Adapting or changing instructional materials or teaching 170, techniques during a lesson to insure student success in the learning process.	1	2	3	4	5	6
Auditions:	1	2	3	4	5	6
		2	3	4	5	5
	:	2	3	4	5	6
	1	2	3	4	5	6
	1	2)	4	5	6
:x. RESPONDS TO HEALTH AND SAFETY ISSUES			******			
A. The Special Education Educational Aide demonstrates competency in responding to health issues by:						
171. Washing hands before and after direct physical contact	1	. 2	3	4	5	á
172. Reporting toxic or hypersensitive medication reaction to popropriate staff.	1	. 2	3	4	5	á
173. Inspecting student's teeth and brushing teeth of stu- dents who cannot serform this task.	:	. 2	3	4	5	÷
174. Maintaining a hygenic classroom environment.		. 2	3	4	5	ó
175. Reporting symptoms of illness in students to appropri- ata personnel.	1	. 2	3	4	5	ó
176. Observing student for evidence of injuries such as cuts or pruises.		. 2	3	4	5	6
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	•	20 21		******	********	********	*****	
		Ulsagree			•	****		
177.	Cleaning body excreta from student, floors, furniture, etc.	1	2	3	4	á	ó	
178.	Knowing and using correct first aid procedures.	1	2	3	4	5	5	
179.	Assisting another person wno is seizuring.	1	2	3	4	5	6	
180.	Appropriately storing medication.	1:	2	3	4	5	ò	_
181.	Taking and recording temperature, pulse, resultation, and blood pressure of student as directed.	i	2	3	4	5	÷	•
182.	Recognizing, observing and reporting setzures.	1:	2	3	4	5	5	
183.	Describing staff responsibilities related to all phases of medication cycle.	1	2	3	4	5	5	•
184.	Describing common treatment of seizures.	1	2	3	٠	5	6	•
185.	Supervising and assisting student in toileting, hygiene and good grooming practices.	1	2	3	4	5	ó	
:86.		1	2	3	4	5	5	
187.	Completing basic cardio-pul-xonary resuscitation	1:	2	3	4	5	6	
188.	Earning Basic First Aid Certificate from the American Red Cross	1	2]	1	5	6	
dditions:		:	2	3	4	5	5	•
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		1	2	3	4	5	ó	•
******		:	2	3	4	5	ó	•
		1	?	3	4	5	6	•
	Special Education Educational Aide demonstrates compe- y in safety matters by:					1.1 7000.0 30	***************************************	•
189.		1:	2	3	4	5	ó	•
190.		1	2	3	4	5	5	•
191.		l	2	3	4	5	ń	
192.	Subduing a violent student in order to prevent injury to student and others.		2	3	4	5	Ś	
193.	Structuring a safe environment.	:	2	3	4	5	ó	
		_					ő	•



		Disagree					~~	***
195.	Counting students periodically to insure they all are accounted for.	1	2	3	4	5	6	
198.	Informing authorities of student accidents.	1	2	3	4	5	6	
197.	Locking or unlocking building, office, cabinets, etc.	1	2	3	.4	5	6	•
198.	Training students in fire safety, drills and accident prevention.	1	2	3	4	5	5	
199.	Investigating incidents and injuries involving students and fill out necessary reports.	1	2	3	4	5	÷	
200.	Eliminating hezards in order to prevent injury to students and others.	1	2	3	4	5	6	_
201.	Planning student evacuation in event of fire or other disaster situation	1	2	3	4	5	6	1
202.	Checking orthopedic appliances, wheelchairs, standing tables and other specialized equipment for safety factors.	1	2	3	4	5	6	
dditions:		1	2	3	4	5	6	į
***************************************		1	2	3	4	5	6	
		1	2	3	4	5	6	•
		1						
. KNOWLEDGE	OF HUMAN DEVELOPMENT: TYPICAL AND ATYPICAL	1	2	3	4	5	6	·
The Speci-	OF HUMAN DEVELOPMENT: TYPICAL AND ATYPICAL al Education Educational Aide demonstrates competency in of typical and atypical numan development by:	1	2	3	4	5	6	
The Speci- knowledge	al Education Educational Aide demonstrates competency in		2	******	. 4	~~~	6	_
The Speci- knowledge 203.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handi-		2	******		~~~	ó	-
The Speci- knowledge 203.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handicapping conditions. Describing the characteristics and causes of various handicapping conditions. Identifying major environmental and genetic factors that impact on prenatal development	1	2 2	3	4	~~~	ő	
The Speci- knowledge 203.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handicapping conditions. Describing the characteristics and causes of various handicapping conditions. Identifying major environmental and genetic factors that impact on prenatal development. Identifying the primary Physical, cognitive, social	1	2 2 2	3	4	5 5 5	ő	
The Speci-knowledge 203.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handicapping conditions. Describing the characteristics and causes of various handicapping conditions. Identifying major environmental and genetic factors that impact on orenatal development Identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 0-21.	1 1 1	2 2 2 2	3	4	5 5	ó	
The Speci- knowledge 203. 204. 205.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handicapping conditions. Describing the characteristics and causes of various handicapping conditions. Identifying major environmental and genetic factors that impact on organical development Identifying the primary Physical, cognitive, social and emotional characteristics of children and youth ages 0-21. Identifying the major milestones in motor, language and social development.	1 1 1 1 1	2 2 2 2	3 3 3	4 4	5 5 5	6	
The Speci knowledge 203. 204. 205. 206.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handicapping conditions. Describing the characteristics and causes of various handicapping conditions. Identifying major environmental and genetic factors that impact on organical development. Identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 9-21. Identifying the major milestones in motor, language and social development. Identifying the primary developmental tasks of adult-hood.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2	3 3 3	4 4 4	5 5 5	6	
The Speci- knowledge 203. 204. 205. 206. 207.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handicapping conditions. Describing the characteristics and causes of various handicapping conditions. Identifying major environmental and genetic factors that impact on orenatal development identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 0-21. Identifying the major milestones in motor, language and social development. Identifying the primary developmental tasks of adulthood. Identifying examples of developmental delay in young		2 2 2 2 2 2	3 3 3 3 3	4 4 4 4	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	
The Speci- knowledge 203. 204. 205. 206. 207.	al Education Educational Aide demonstrates competency in of typical and atypical human development by: Defining and appropriately using terminology commonly associated with special education and various handicapping conditions. Describing the characteristics and causes of various handicapping conditions. Identifying major environmental and genetic factors that impact on orenatal development identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 0-21. Identifying the major milestones in motor, language and social development. Identifying the primary developmental tasks of adulthood. Identifying examples of developmental delay in young children. Defining the principle of rormalization.		2 2 2 2 2 2 2	3 3 3 3 3	4 4 4 4 4	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	6 6	5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6

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	1	2	3	4	5	6	-
I. BILINGUAL/BICULTURAL ISSUES							
The Special Education Educational Aide demonstrates competencies in the area of bilingual/bicultural issues by:		•••••			www		
212. Recognizing the impact of bilingual/bicultural issues in cognitive, social and language development.	1	2	}	4	5	6	-
213. Demonstrating knowledge of different types of bilingual pro- grams and benefits/difficulties associated with each of the above.	1	2	3	4	5		
214. Demonstrating ability to modify/adapt/develop materials and	1	2	3	4	\$	6	
Demonstrating ability to determine through formal or infor- 215. mal tichniques child's proficiency in English and other	1	2	3	4	5	6	
Demonstrating ability to accept and appreciate differences 216. in culture and to communicate this effectively to citld.	ı	2	3	4	5	6	
217. Communicating effectively with parents from different cul- tural lifestyles.	1:	2	3	. 4	5	6	
218. Communicating with other professionals the importance of bilingual/bicultural issues.	1	2	3	4	5	6	A 2404
Additions:	ì	2	3	4	5	6	
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APPENDIX C
FOUND II QUESTIONAIRE



DEPARTMENT OF CHILD DEVELOPMENT

Dear Friend,

We greatly appreciate your response to our first questionnaire concerning competencies needed by paraprofessionals working with handicapped children.

The time you took to respond to the Round I Questionnaire is a demonstrtion of your commitment and interest in this project. In order for your Round I responses to be used in the final analysis, we need a continuation of that commitment in responding to this Round II Questionnaire and returning it in the stamped envelope by

We recognize the amount of time your continued participation requires and appreciate your support of our Texas Education Agency research project. We will be sending you a copy of the validated instrument at the conclusion of the study.

Sincerely.

Cherryl Zikes Research Assistant

Research Assistant

WLS:db

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QUESTIONMAIRE II

I!!STRUCTIONS:

Enclosed is the second (and final!) round of statements which relate to competencies needed by paraprofessionals working with handicapped children. Your responses to Questionnaire I are hand marked in the right margin so that you may review your answers to each statement.

Also printed on Questionnaire II is the summary of all responses to Questionnaire I. This summary is given in terms of the Median and Quartiles (Q₁ and Q₃). Look at the example below:

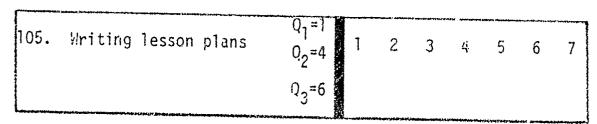
EXAMPLE:

$$Q_1 = 1$$
 $Q_2 = 4$ $Q_3 = 6$
 $Q_3 = 6$
 $Q_4 = 1$
 $Q_5 = 4$
 $Q_6 = 6$
 $Q_7 = 6$
 $Q_8 = 6$
 $Q_$

- A. 25% of the people answered here.
- B. 50% of the people answered here.
- C. 25% of the people arswered here.

In this example, the range of answers is very wide. This wide range indicates that the people answering this question did not agree.

In Questionnaire II, this statement would look like this:



Now, please go through this questionnaire and consider again your answers. Please respond to each statement even if your answer should remain the same as last time. You may answer using any number from 1 to 7.



COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES

QUESTIONNAIRE II

role the number indicating the extent to which you agree or disagree t	thas the	jrec					
sliowing statements are characteristics of a quality laboratory training	ig experience.	Sagra	*****		******	4 4 4 4 4 44	••••
. PERSONAL AND PROFESSIONAL COMPETENCE	PP-MANING A-1-Stylen, of Addr. Symptom Salaristics, Salar	<u> </u>	*******	Мж а		7 7 * * * * *	PAC B-4
A. The Special Education Educational Aide demonstrates competencies in personal and professional behavior by:	**************************************		· ····································	*********	********	 	
1. Being positive and cooperative.	Q1 = 7 Q2 = 7	1	2	3	4	5	5
2. Being punctual and dependable.	₹1 = 7 Q2 = 7 Q3 = 7	1	2	3	4	5	6
3. Being tolerant of a wide range of differences.	Q1 = 7 Q2 = 7 Q1 = 7	1	2	3	4	5	6
4. Respecting multicultural differences.	Q1 = 7 Q2 = 7 Q3 = 7	1	2	3	4	5	6
5. Seing flexible.	Q1 = 7 Q2 = 7 Q3 = 7	1	2	3	4	5	6
5. Using good judgement.	Q1 = 7 Q2 = 7 Q3 = 7	1	2	3	4	5	6
7. Accepting criticism or suggestions with a mature attitude.	Q1 = 7 Q2 \(\omega\) 7	1	2	3	4	5	6
8. Practicing good personal grooming habits.	Q ₁ = 6 Q ₂ = 7 Q ₃ = 7	1	2	3	4	5	6
9. Oisplaying good personal mental health.	Q ₁ = 7 Q ₂ = 7 Q ₃ = 7	1	2	3	4	5	ó
10. Demonstrating perserverance.	31 = 7 Q2 = 7 Q3 = 7	1	2	3	4	5	6
11. Possessing adequate physical health & stamina for the job.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6
8. The Special Education Educational Aide demonstrates competencies professional behavior by:					·····		
12. Following instructions.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	5
13. Keeping information about children and families confidential	Q1 * 7 Q2 * 7 Q3 * 7	1	2	3	4	5	ő
14. Complementing the teacher's role.	Q ₂ = 7	1.	2		1	5	6



		Disagree					
15. Assuming responsibility when appropriate.	$\frac{1}{2} = 0$ $\frac{1}{2} = 7$ $\frac{1}{2} = 7$	1	2	3	4	5	5
16. Functioning independently on familar tasks.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6
17. Participating in community activities relating to children with special needs.	01 = 4 02 = 5 03 = 7	1	2	3	4	5	6
18. Participating in self-enrichment activities.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6
19. Appreciating and displaying ethical behavior.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6
20. Understanding and responding appropriately to moral and ethical issues relating to the job.	Q1 = 6 Q2 = 7 Q3 = 7 Q1 = 6	1	2	3	4	5	6
21. Recognizing own limitations and referring to specialist as needed.	Q2 = 7 Q3 = 7	1	2	3	4	5	6
22. Understanding limits of authority.	$0\frac{1}{2} = 7$ $0\frac{1}{3} = 7$	1	2	3	4	5	6
23. Attending required training workshops.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	٠ 5	€

		*******	7			********	-		
A. The Special Education Educational Aide demonstrates competence in the area of general communication skills by:	·	3	_		·				
24. Demonstrating appropriate use of telephone.	Q2 Q3	¥	7 7	1	2	3	4	5	
25. Using and interpreting non-verbal communications.	۷۱ Q2 Q3		5 7 7	1	2	3	4	5	
26. Explaining the program to others.	Q1 Q2 Q2	, z	7 7	,	2	3	4	5	_
27. Preparing reports and other written communications correctly.	71 02 03		7 7	1	2	3	4	5	
28. Establishing and maintaining public relations.	700	;	6	1	2	3	4	5	

					Disagree	•••				
8.		Special Education Educational Aide demonstrates interpersonal ls competence in staff relations by:								
	29.	Communicating appropriately with supervising teacher and other staff.	03 03 01		1	2	3	4	5	6
	30.	Explaining needs for supplies and equipment to supervisor.	Q2	2 2	1	2	3	4	5	6
	31.	Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job.	Q1 Q2 Q3		1	2	3	4	5	6
	32.	Participates appropriately at staff meetings.	ΩŽ	교 교 교	7 1	2	3	4	5	5
	33.	Providing constructive criticism of teacher and/or the school to the proper person for positive change.		3	1	2	3	4	5	6
	34.	Relating to professional staff specific information the student desires to communicate.	02 03	# #	7 1	2	3	4	5	6
	35.	Conferring with professional staff concerning student's needs or problems.	Qź	3 3	7 1	2	3	4	5	6

	Special Education Educational Aide demonstrates inter- onal skills in Home-Community Relations by:	me ennylym		<u>.</u>		~~~		*********	~~···	
36.	Communicating effectively with parents.	91	*	7	1	2	3	4	5	6
37.	Relating appropriately to various community agencies that serve children with special needs and their parents.	Q1 Q2 Q3	2 2 2	6.7	1	2	3	4	5	(
38.	Serving when requested as a liason person between school and home, calling parents, scheduling conferences, etc.	01 02 03	<u>u</u>	5	1	2	3	4	5	,
39.	Supporting school regulations, practices, and policies.	71 02 93	*	-	1	2	3	4	5	(
40.	Kezping information about children and families confidential.	02 02 03	7 72 73	777	1	2	3	4	5	(

			Disagree	······································				
O. The Special Education Educational Aide demonstrates inter- personal skills competencies when relating to students by:	Q ₁ =			******* *			···	
41. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.	Q2 = Q3 =	7	1	2	3	4	5	6
42. Redirecting or rechanneling inappropriate or deviant behavior of the student.	Q1 = Q2 = Q3 =	7		2	3	4	5	6
Relating in language understandable to the student, 43. instructions, messages or other information given by professional or other school personnel.	V1 Q2 Q3	7	1	2	3	4	5	6
44. Oisplaying appropriate body language and affect.	71 = 72 = 73 =	7	1	2	3	4	5	6
45. Counseiling student about consequences of behavior in order to enforce rules and regulations.	Q1 = Q2 = Q3 =	• 7 • 7	1	2	3	4	5	5
46. Counselling student in order to manage behavior problems.	Q1 = Q2 = Q3 =	• 7 • 7	1	2	3	4	5	6
47. Talking with student to discover problem and work out	01 02 03	* 7 °	1	2	3	4	5	C
48. Encouraging student to use social and recreational activities designed for re-education and rehabilitation.	01 02 03	= 7 = 7	1	2	3	4	- 5	•
49. Explaining rules to new student in order to orient student to new program.	02 05	= 7 = 7	1	2	3	4	5	
50. Introducing new student to facility, staff and other students.	Q3	* 6 * 7	1	2	3	4	5	
 Intervening in dispute between students so as to prevent disorder. 	03	* 7 * 7 * 5	1	2	3	4	5	•
•52. Directing or guiding student into activities which provide for release of tension or addression.	Q2 Q3	4 7 = 7	1	. 2	3	4	<u>.</u>	
53. Confronting student with inappropriateness of behavior.	92	= 5 = 7 = 7	1	. 2	3	4	5	

following competencies in evaluating and developing a philosophy of working with children by: 54. Understanding the past to gain perspective of special	Α.	The Special Education Educational Aide demonstrates the									
54. Understanding the past to gain perspective of special $02 \times 6 \times 12 \times 3 \times 4 \times 5$ aducation programs. $03 \times 7 \times 12 $		following commetencies in evaluating and developing a online on working with children by:					·····				-
55. Awareness of current issues in professional literature. $02 = 6 \cdot 1 \cdot 2 \cdot 3 \cdot 4 \cdot 5$		54. Understanding the past to gain perspective of special	Q3	2	5 7	1	2	3	4	5	
<u>0, ≠ 7 </u>		55. Awareness of current issues in professional literature.	Q2		6 7	1	2	3	4	5	

				Disagre					
57.	Relating school-community values and dynamics to program services.	71 02 03	= 1 = 5 = 7	1	2	3	4	5	6
58.	Describing one's own agency philosophy of special education.	Q1 Q2 Q1	* 6 * 7	1	2	3	4	5	6
59.	Developing a personal philosophy of special education.	7 1	# (1	2	3	4	5	6
UNDERSTAI	IDS LEGAL AND PROGRAM ISSUES							-	44.4
	Special Education Educational Aide demonstrates competency nderstanding legal issues by:				.eu Pabbara		 	·	<u>.</u>
60.	Listing and defining legal responsibilities on the job.	Q1 Q2 Q3	# #	6 : 7	1 2	• 3	4	5	
61.	Understanding Sec. 503 and 504 of the Rehabilitation Act as it applies to the work site.		*	5	1 2	3	4	5	
62.	Understanding P.L. 94-142: The Education of All Handicapped Children Act as it applies to the work site.	03	*	6	1 2	3	4	5	
63.	Knowing all state special education rules and regulation which apply to one's work site.	03	7	6 7	1 2	3	4	5	•
64.	Identifying major legal issues that shape services for children with special needs and their impact on working practices on the job.	92	2 2	6	1 2	3	4	5	
ŭ									
	Special Education Educational Aide demonstrates compe- cies in the area of advocacy by:		-,*p-,#1-,**.						******
65.	Knowing where to find information about current laws and court decisions.	0000	3 3	E (3) (3) &	1 3	2 3	4	5	
6ö.	Demonstrating a working knowledge of the various levels of advocacy.	9:	2 ± 3 *	5	1 :	2 3	4	5	.,,
	Identifying common advocacy tools.	0:			1	2 :	3 4	5	
67.] *		····	********			***

		Disagree				
69. Identifying local, state and national advocacy agencies.	V1 = 1 Q2 = 5 Q3 = 6	1	2 1	1 4	5	(
			•			
		-		·····		
C. The Special Education Educational Aide demonstrates competency in Program Development and Issues by:		-	********			
70. Defining the roles of team members in the planning proce≲s.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3 4	5	
71. Describing behaviors that make the team process better and those that make it more difficult.	Q1 * 4 Q2 * 5 Q3 * 7	1	2	3 4	`5	
72. Describing methods for helping parents/guardians to be more effective in the planning process.	Q1 = 4 Q2 = 5 Q3 = 6	1	2	3 4	5	
73. Describing the composition and function of an inter- disciplinary team meeting.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3 4	5	
74. Being aware of how attitudes and values affect outcomes in planning services for children with special needs.	Q1 * 5 Q2 * 6 Q2 * 7	1	7	3 4	, 5	,
75. Describing the basic parts of the individual IEP program olanning process.	03 = /	1	2	3 4	, 5	;
76. Taking part in team planning meetings.	Q1 = 4 Q2 = 6 Q1 = 7	1	2	3 4	5	j
77. Reporting own training needs to supervisor or training coordinator.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3 4	i 5	<u>;</u>
Evaluating task parformance of subordinates to determine 78. ability to perform task without direct supervision.	02 * 7	1	2	3 4	4 5	;
79. Assisting to train new personnel in job-related skills or procedures.	Q1 * 5 Q2 * 6 Q1 * 7	1	2	3	. 5	5
80. Studying reports, policy manuals or training materials in order to improve knowledge.	Q1 * 5 Q2 * 6 Q3 * 7	1	2	3	4 5	5
81. Understanding role of volunteers.	Q1 = 4 Q2 = 6 Q2 = 7	1	2	3	4 5	5
32. Relating appropriately to program volunteers.	01 = 5 02 = 6	1	2	3	4 :	5

		Oltagrec				•
V. DEMONSTRATES SKILLS IN OBSERVATING AND RECURDING. SCREENING AND ASSESSING CHILDREN WITH SPECIAL MEEDS.					-	البد وستربيونسود
A. The Special Education Educational Aide demonstrates competency in observation skills by: Observing and recording student's behavior, emotions,	J ₁ = 5			····		Mariante site
33. general appearance and occupation of time to assess behavior traits and other characteristics.	Q2 = 7 Q2 = 7	1 2	3	4	5	6
84. Observing student to assure cleanliness, grooming and	01 = 3 02 = 6 03 = 7	1 2	3	4	5	6
85. Observing environment to determine or record presence and condition of student.	Q1 = 5 Q2 = 6 Q3 = 7	1 2	3	4	5	6
Observing and writing comprenensive behavior notes con- 96, cerning student's interests, responses, progress in class, etc., as directed	22 = /	1 2	3	4	5	6
87. Observing and writing descriptively about student's be-	Q1 = 5 Q2 = 6 Q3 = 7	1 2	3	4	5	6
88. Expressing observations in a clear, concise, factual manner, both orally and in writing.	Q ₁ = 5 Q ₂ = 7 Q ₃ = 7	1 2	3	4	5	6

 The Special Education Educational Aide do in screening children for special needs 	emonstrates competen by:	су					-		
89. Performing Hearing screening.	•	02	* 4 * 5	1	2	3	4	5	
90. Performing Speech and Language scre	ening.	74	* 4 * 6	1	2	3	4	5	
91. Performing Vision screening		02 03	* 4 * 6	1	2	3	4	5	
92. Performing Spinal column impairment	s screening.	01 02 03	* 1 * 3 = 5	1	2	3	4	5	
93. Performing Learning Disabilities so	reening.	71 02 03	= 1 = 3 = 6	1	2	3	4	5	~~
94. Knowing special education rules and	procedures associ-	02 02	* 3 * 5 * 7	1	2	3	4	5	

					Disagree				•		
C. tenc	Special Education Educational Aide demonstrates compe- y in understanding and participating in the assessment ess by:										
	Oemonstrating elementary assessment skills including the ability to pinpoint academic strengths and weak-	SS 53	= 3 = 5 = 7		1	2	.3	4.	5	6	-
96.	Analyzing assessment data.	0,	= 2 = 4 = 6		1	2	3	4	5	6	_
97.	setting.	32	= 3 = 5 = 7		ı	2	3	4	5	6	_
98.	tion of intervention strategies and goal achievement.	Ο̈́	= 5 = 7		1	2	3	4	5	6	_
99.	VECOMILIE ING. THE IMPOLEUTEE OF STREET HIS MOLE CHAIL TOSC	38	3 /		1	2	3	4	5	6	
100.	Familiarizing self with popularly used assessment instruments.	985	= 3 = 5 = 7		1	2	3	4	5	6	j
101.		995		,	1	2	3	4	5	•	j
102.	. Scoring and interpreting basic classroom assessment instruments.	395	= 2 = 5 = 7		1	2	3	4	5		ś
103	. Counting and recording specific student behaviors as	983	* 4 * 6 * 7		1	2	3	4	5	6	í
	part of assessment process.						•	•	•		
								4			
UTILIZES	S THE INDIVIDUAL EDUCATION PLAN APPROACH						•	4	P		
UTILIZES The Speci		31						4			
UTILIZES The Speciatilizing	S THE INDIVIDUAL EDUCATION PLAN APPROACH	<u>ئ</u> م	3 5 5 7 7 7			2	3		5		
UTILIZES The Speciatilizing	S THE INDIVIDUAL EDUCATION PLAN APPROACH fal Education Educational Aide demonstrates competency in the individual education plan approach by:	88588	* 5 * 7 * 7 * 4 * 6		+	2	3	4	5	•	•
UTILIZES The Speciatilizing 104. Imp 105. Writing 106. Rec	S THE INDIVIDUAL EDUCATION PLAN APPROACH fal Education Educational Aide demonstrates competency in g the individual education plan approach by: plementing daily lesson plans. iting daily lesson plans.	88588588	= 5 = 7 = 1 = 4 = 4 = 5		1			4			•
UTILIZES The Spectutilizing 104. Imp 105. Wr	S THE INDIVIDUAL EDUCATION PLAN APPROACH fal Education Educational Aide demonstrates competency in g the individual education plan approach by: plementing daily lesson plans. iting daily lesson plans. commending changes and adaptations in instructional activ-	<i>88588588588</i>	= 5 = 7 = 1 = 4 = 5 = 7 = 7		1	2	3	4 4 4	5	(- 6
UTILIZES The Speciatilizing 104. Imp 105. Writ 106. Recit 107. Second	S THE INDIVIDUAL EDUCATION PLAN APPROACH fal Education Educational Aide demonstrates competency in gothe individual education plan approach by: plementing daily lesson plans. iting daily lesson plans. commending changes and adaptations in instructional activities and materials. equencing instructional activities assigned by teacher.	<i>&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&</i>	= 5 7 7 7 = 1 4 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7		1	2 2 2	3	4 4 4	5	6	6
The Speciutilizing 104. Imp 105. Writ 106. Rec it 107. Sec 108. Imp 109. De:	S THE INDIVIDUAL EDUCATION PLAN APPROACH ial Education Educational Aide demonstrates competency in the individual education plan approach by: plementing daily lesson plans. iting daily lesson plans. commending changes and adaptations in instructional activities and materials. equencing instructional activities assigned by teacher.	%5%85%85%85%85%85%	5771464575777677725		1 1 1	2 2 2	3 3 3	4 4 4	5 5	6	6 6

					Disagree						
111. Upd	iating individual education plan under supervision of scher or other professional.	Q1 Q2 Q3	4	6	1	2	3	4	5	6	···
				٠							
. WORKS A	APPROPRIATELY IN THE LEARNING ENVIRONMENT										_
A. The	Special Education Educational Aide demonstrates compe- cy in instructional skills by:	****					·	 		****	•
112		07007	# #	7 7	1	2	3	4	- 5	6	5
113	. Capitalizing on incidential learning opportunities.	02	*	7	1	2	3	4	5		5
114	. Providing apportunities for problem-solving.		# # # # # # # # # # # # # # # # # # #	7 7	1	· 2	3	4	5		5
115	. Working one-to-one with withdrawn students.	Q2 Q3	*	7 7	1	2	3	4	5		5
116	5. Following student's daily schedule of activities in order to keep student gainfully occupied.	Q2 Q3	2 2	7 7	1	2	3	4	5		6
117	 Using behavior management skills as directed by teacher. 	Q2 Q2	* *	7 7	1	2	3	4	5		5
118	3. Using appropriate reinforcement techniques.	Q2 Q2	*	7 7	1	2	3	4	5		6
119	9. Training students in personal grooming techniques such as hair brushing nail clipping, shaving, etc.	02 03	*	6 7	1	2	3	4	5		6
120	 Training student in basic body hygiene such as tooth- brushing, hand washing, etc. 	02 02	:	7 7	1	. 2	3	4	5	······	•
12	 Teaching students self-help skills such as simple household chores, arts and crafts, etc. 	02	*	7 7	1	. 2	3	4	5	***********	é
12:	 Training students in dressing techniques including clothing selection, care of clothing, etc. 	0. 0.	*	6 7	1	. 2	3	4	5	•••••	•
12	 Training student in meal-time skills such as self- feeding, clean-up, etc. 	ري ري	3	7 7	1	. 2	3	4	5	17-41-4-4 -1	•
12	Supervising students in planned activity as directed 4. by professional staff, such as recreational director, teacher, speech therapist, etc.	ري م	3	7		. 2	3	4	5		•
12	5. Understanding and using appropriate methods in teach- ing basic reading.	9. 9.	=======================================	7	1	. 2	3	4	5)	
12	26. Understanding and using appropriate methods in teach- ing basic math skills.	9	*	7		L 2	3	4) (•
12	27. Understanding and using appropriate methods in teach- ing basic speech and language skills.	588	* *	6 7 7		L 2	. 3	4		5	+
	90				ł						

				4	*****				~~~~~	
		•		Disagr						Agree
128.	understanding and using appropriate methods for teaching academic disciplines of science, geography, civics, etc.	Q 2* Q 2*	3 5 7	1	2	3	4	5	6	7
129.		0 2 = 0 3 =	7	1	2	3	4	5	6	7
130.	Supervising children in organized play experiences such	Q1= Q2= Q1=	6 7 7	1	2	3	4	5	6	7
131.	Helping children use art materials for creative expression.	Q1* Q2* Q3*	7	1	2	3	4	ŝ	6	7
132.		71* Q2* Q1*	6 7	1	2	3	4	. 5	6	7
133.	Assisting children to develop concepts of time and space.	Q1= Q2= Q3=	6 7 7	ı	2	3	4	5	6	7
134.	Presenting health and safety concepts.	Q 1 = Q 2 = Q 3 =	7	1	2	3	4	5	6	7
135.	Selecting, evaluating, and using audio-visual mater- ials such as films, filmstrips, puppets, flannel boards, etc.	Q 1= Q 2= Q 3=	5 7	1	· 2	3	4	5	6	
			<u> </u>		viodan e	, 		• •••••		
B. The pete	Special Education Educational Aide demonstrates com- ncy in clerical and support skills by:		 					~~~~		
	Answering incoming calls as directed.	Q 2* Q 2* Q 3*	7	1	2	3	4	5	6	
137.	Helping to supervise lunch and snack-time.	Q 1 2 Q 2 2 Q 3 2	: 7	1	2	3	4	5	6	-
138.	Operating duplicating machines and other office equipment.	Q 1 ² Q 2 ² Q 3 ²	• 7	1	2	3	4	5	6	
139.	Ordering and returning audio-visual materials.	Q 1: Q 2: Q 3:	: 7	7	2	3	4	5	6	
140.	Getting materials ready for a lesson.	Q 1: Q 2: Q 3:	• 7	1	2	3	4	5	6	
141.	Supervising student clean-up and other transitional activity times.	Q 1: Q 2: O 3:	• 7	1	2	3	4	5	6	
142.	hall a sake done	Q 1' Q 2' Q 3'	• 7 • 7	ı	2	3	4	5	5	•
143	. Inventorying classroom equipment and supplies as needed.	Q 1: Q 2: Q 2:	• 7 • 7	1	2	3	4	5	6	
144	the second secon	Q 1' Q 2' O 2'	* 5 * 7	1	. 2	3	4	5	6	
145		Q 1 Q 2 2 3	* 7 = 7	1	. 2	3	4	5	6	
146	. Collecting money from students.	0 1 0 2 0 3	≠ 6 ≠ 7	1	. 2	3	4	5	5	,
147	. Supervising outdoor activities.	0.2	= 7 = 7	1	. 2	3	4	5	6	
	The second secon	0.1	= 6							;
	. Maintaining bulletin boards and other classroom dis- plays.	Q 2	= 7 = 7 = 6	1	. 2	. 3	4	5	*****	***

						Disagree					
150. Preparing routine classroom reports.		91 92 93	=	5 6 7		1	2	3	4	5	6
								•			
		****	~~~		المعادر موالان	····	~~~				
The Special Education Educational Aide demonstrates C. petency in developing and preparing instructional maby:	com- terials	0-		· 5				···	artite a d	·	W.
151. Demonstrating accurate and neat printing skill	S.	07	*	7 7		1	2	3	4	5	
152. Preparing overhead transparencies.		Q1 Q2 Q3	=	5 6 7		1	2	3	4	` 5	المادي
153. Preparing skill-testing devices.		01 02 03	=	4 5 7	potent .	1	ż	3	4	5	
154. Collecting and storing materials for construct teacher-made material.	ing	01 02 03	2	5 6 7		1	2	3	4	5	
155. Preparing a picture file.		01 02 03	*	4 6 7		1	2	3	4	5	and the same of th
156. Preparing large print material.		Q1 Q2 Q2	*	5 6 7		1	2	3	4	5	
157. Preparing braille materials.		01 02 03	:	4 5 7		1	2	3	4	5	موادية
158. Constructing specialized equipment for physical abled students.	ally dis-	01 02 02	*	3 5 7		1	2	3	4	5	
159. Preparing audio tapes for dyslexic students.		02 03		5 - 7	-	1	2	3	4	5	
160. Modifying commercially-prepared materials to of individual handicapped child.	meet needs	03	=			1	2	3	4	5	****
161. Developing and preparing communication boards			*			1	2	3	4	5	

					Disagree						Auree
II. INDIVIDUAL AND GROUP MANAGEMENT OF STUDENT BEHAVIORS		-				****					-
The Special Education Educational Aide demonstrates competency in individual and group management of student behaviors by:											عوبيم
Directing students in organized play experiences such as 162, playing games or using adaptive physical education equip- ment.	288	3 2	7 7		1	2	3	4	5	6	
163. Working with a child through a prescribed physical rou- tine.	385	*	7		1	2	3	`4	5	6	
164. Demonstrating knowledge and skills required to develop recommended behavior shaping procedures.	01 CS CS CS	*	5 7		1	2	3	4	5	6	
165. Selecting appropriate reinforcers.	2883	*	5		1	2	3	4	5	6	
166. Understanding the characteristics and limitations of punishment.	02	3	6 7 7		1	2	3	4	5		5
167. Utilizing the technique of response chaining.	02 03	* *	5 6 7		1	2	3	4	5		6
168. Knowing and using the technique of fading.	200	3	4 5 7		1	2	3	4	5	, ,	6
169. Presenting a group lesson while monitoring student	% ⊗	=	5 6 7		1	2	3	4	5		6
Adapting or changing instructional materials or teaching 170. techniques during a lesson to insure student success in the learning process.	02	3 3	5 6 7	WATER -64	1	2	3	4	5	,	6

Α.	The S	pecial Education Educational Aide demonstrates compe- in responding to health issues by:									
 		Washing hands before and after direct physical contact with students.	32	_	6 7 7	1	2	3	4	5	6
	172.	Reporting toxic or hypersensitive medication reaction to appropriate Staff.	01 02 03	*	7	1	2	3	4	5	6
	173.	Inspecting student's teeth and brushing teeth of students who cannot perform this task	01 02 73	3	4 5 7	1	2	3	4	5	6
	174.	Maintaining a hygenic classroom environment.	03	3	6 7 7	1	2	3	4	5	
**********	175.	Reporting symptoms of illness in students to appropriate personnel.	02 03	z	7	1	2	3	4	5	
	176.	Observing student for evidence of injuries such as cuts or bruises.				1	2	3	4	5	,

					Disagree						Agree
177.	Cleaning body excreta from student, floors, furniture, etc.	27 C C 7	# #	7	1	2	3	4	5	6	7
178.	Knowing and using correct first aid procedures.	Q1 Q2 Q3	2		1	2	3	4	5	6	7
179.	Assisting another person who is seizuring.		3	6 7 7	1	2	3	4	5	6	7
180.			3		1	- 2	3		5	6	7
181.	Taking and recording temperature, pulse, respiration, and blood pressure of student as directed.	02	3	7	1	2	3	4	5	6	7
182.	Recognizing, observing and reporting seizures.	02	3 3	7	1	2	3	4	5	6	7
183.	Describing staff responsibilities related to all phases of medication cycle.	01 02 03	*	4 6 7	1	2	3	÷	5		å 7
184.		Q1 Q2 Q3	*	5 6 7	1	2	3	4	. 5		6 7
185.	Supervising and assisting student in toileting, hygiene	UY		5 6 7	1.	2	3	4	5	· · · · · ·	6 1
186.		07 02 07 07	*	6 7 7	1	. 2	3	4		<u></u>	6
18	Completing basic cardio-pulmonary resuscitation course.		*	5 7 <u>7</u>	1	2	3	4	. :		6
198.	Earning Basic First Aid Certificate from the American Red Cross.	01 02 03	3	5 7 7	1	. 2	3	4		5 	6 ·

			~~~~			******	T		A44447) Aved			-	
8.		pecial Education Educational Aide demonstrates compe- in safety matters by:		,,,,,,		~ ~~				······································	~~ ~~		
e e e e e e e e e e e e e e e e e e e		Positioning correctly students with physical disabil- ities.	ा 02 03	*	7	,	1	2	3	4	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	5	
	190.	Transfering students with physical disabilities safely from one place to another.	01 02 03	#	: 7) , , 	1	2	3	4		5	•
	191.	Disarming students of weapons or other dangerous objects.	ري دي دي	7	7		1	2	3	4		5	-
	192.	Subduing a violent student in order to prevent injury to student and others.	02 02 03	*) 7 7	1	2	3	4		5	
*****	193.	Structuring a safe environment.	₹02 03	2		7 7	1	2	3	4	1	5	
<u> </u>	194.	Supervising students in transit in a safe manner.	Q1 Q2 Q3			7 7	1	2	3	4	4	5	
		9.4											

					Disagree					
195.	Counting students periodically to insure they all are accounted for.	2002	* 7	,	1	2	3	4	5	5
196.	Informing authorities of student accidents.	02		i !	1	2	3	4	5	5
197.	Locking or unlocking building, office, cabinets, etc. to control use or access to area.	$\frac{0_{2}^{1}}{0_{3}}$., 7	,	l.	2	3	1	5	6
198.	Training students in fire safety, drills and accident prevention.	02	z z	7 7	1	2	3	4	5	6
199.		02	स इ. (,	1	2	3	4	5	6
200.	Eliminating hazards in order to prevent injury to stu- dents and others.	70.00 00.00	*	7 7	1	2	3	4	5	6
201.	Planning student evacuation in event of fire or other	02	3	7 7	1	2	3	4	5	
202.	Checking orthopedic appliances, wheelchairs, standing		# # # #		1	2	3	4	5	(

The Specia	l Education Educational Aide demonstrates competency in						
knowledge	of typical and atypical numan development by:						-
203.	Defining and appropriately using terminology commonly associated with special education and various handi-capping conditions.	$0_1 = 4$ $0_2 = 6$ $0_3 = 7$	1	2 3	4	5	6
204.	Describing the characteristics and causes of various handicapping conditions.	Q1 = 3 Q2 = 5 Q3 = 7	1	2 3	4	5	-
205.	Identifying major environmental and genetic factors	01 = 3 02 = 5 02 = 7	1	2 3	4	5	(
206.	Identifying the primary physical, cognitive, social	$0_1^7 = 3$ $0_2^7 = 5$ $0_3^7 = 7$	1	2 3	4	5	••
207.	Identifying the major milestones in motor, language and social development.	$0_1 = 3$ $0_2 = 5$ $0_3 = 7$	1	2 3	4	5	•
208.	and the second s	Q1 = 3 Q2 = 5 Q2 = 6	1	2 3	4	5	,
209.	Identifying examples of developmental delay in young	01 = 4 02 = 5 03 = 7	1	2 3	4	5	
210.	Defining the principle of normalization.	01 = 3 02 = 5 03 = 7	1	2 3	4	5	
211.	Understanding the relationship between culture and family expectations of a handicapped child.	01 = 4	1	2 3	4	5	

	Disagree		mantani bircila)			echanica na	Pazzhy.
	~~~~~~~~					WW. 20-4-4-10	
XI. BILINGUAL/BICULTURAL ISSUES				,	, 4 <del>, 198</del> 1, 1788	-4-4	
The Special Education Educational Aide demonstrates competencies in the area of bilingual/bicultural issues by:		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		-	<b></b>	<del></del>
212. Recognizing the impact of bilingual/bicultural issues in Q2 = cognitive, social and language development. Q1 =	5 7	1 2	3	4		5	6 7
213. Demonstrating knowledge of different types of bilingual pro- qrams and benefits/difficulties associated with each of the above, Q3 = Q1 **	5	1 2		4		5	6 7
214. Demonstrating ability to modify/adapt/develop materials and 02 = 03 =	5 7	1 3	:			5	6 7
Demonstrating ability to determine through formal or invor- Q2 * 215. mal tichniques child's proficiency in English and other Q3 * Q3 *	5 7	1 :	2 :	3 4		5	6
Demonstrating ability to accept and appropriate differences of a 216. in culture and to communicate this effectively to child. Q2 = Q3 =	6 7	1	2	3 4	<b>.</b>	5	6
217. Communicating effectively with parents from different cul- Q2 = tural lifestyles.	5 7	1	2	3 4	<b>.</b>	5	6
218. Communicating with other professionals the importance of 02 = bilingual/bicultural issues. 93 =		1	2	3	4	5	6

DEPARTMENT OF CHILD DEVELOPMENT

Dear Friend,

We have missed hearing from you on the second round questionnaire. We really need your help.

In case you have misplaced your questionaire, we are sending you another copy. Please, please take time from your busy schedule and fill out this questionnaire for us.

Your assistance is greatly appreciated.

W. L. Shinder

Project Facilitator

Cherry Fikes

Project Facilitator

WLS:db

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# APPENDIX D DACUM CHART OF COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDS



# Competency Attainment Record For Special Education Educational Aides

Instructor	Course	No.	Date	Name:	<b></b>	
		:		Parameter personal	-	
					Α	Can perform this skill without supervision or assistance and can lead others in performing it
				4	8	Can perform this skill without supervision or assistance with initiative and adaptability to special problem situations
					С	Can perform this skill without supervision or assistance with proficency in speed and quality
		•		3	)	Can perform this skill satisfactorily without assistance and/or supervision
***************************************				2	3	Can perform this skill satisfactorily but requires periodic supervision and/or assistance
				1		Can perform parts of the skill satisfactorily but requires instruction and supervision to perform the entire skill
				C		Has some knowledge and limited experience but not sufficient for participation in a work environment
				indus They (a sk from evalu	tri are cill thi	on the chart are based on fal performance standards. confirmed by an instructor ed and experienced person s occupation) who views and performance as he would in of employer or supervisor



			**************************************
I. PERSONAL AND PROFESSIONAL COMPETENCE	Being positive and cooperative.	Being punctual and dependable.	Being tolerant of a wide range of differences.
II. DEMONSTRATES INTERPERSONAL SKILLS	Demonstrating appropriate use of telephone.	Using and inter- preting non-verbal communications.	Explaining the program to others
III. DEVELOPS PHI- LOSOPHY OF WORK- ING WITH CHILDREN WITH SPECIAL NEEDS	Understanding the past to gain per- spective of spe- cial education	Understanding the concept of least restrictive environ-ment.	Developing a per- sonal philosophy of special educa- tion.
IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES	Knowing where to find information about current laws and court decisions.	Demonstrating a working knowledge of the various levels of advocacy.	Identifying common advocacy tools
V. DEMONSTRATES SKILLS IN OBSER- VING CHILDREN WITH SPECIAL NEEDS.	Observing and re- cording student's behavior, and other characteris- tics.	Observing student to assure cleanliness, grooming and appropriateness of attire.	Observing environ- ment to determine or record presence and condition of student.
		<u> </u>	
VI. UTILIZES THE INDIVIDUAL EDUCA- TION PLAN AP- PROACH.	Implementing daily lesson plans.	tional activities assigned by teacher.	Implementing proce- dures associated with basic care of child with special needs.
PRIATELY IN THE LEARNING ENVIRON-	Developing tech- niques to motivate children with spe- cial needs to learn new skills.	Capitalizing on inci- dental learning oppor- tunities.	Providing oppor- tunities for prob- lem solving.
VIII. INDIVIDUAL AND GROUP MANAGE- MENT OF STUDENT BEHAVIORS	Directing students in organized play experiences using adaptive physical education equip.	Working with a child through a prescribed physical routine.	Demonstrating know- ledge and skills to develop behavior shaping procedures.
IX. RESPONDS TO HEALTH AND SAFETY ISSUES.	Washing hands be- fore and after di- rect physical con- tact with students	ication reaction to	Maintaining a hy- gienic classroom environment.
NAMES OF TAXABLE PARTY AND POST OF TAXABLE PARTY AND POST OF TAXABLE PARTY.			

I. Respecting		antigangan kada esanggan. Yang daru sigan manak kanggan badau tu usakat darah kah dak Mirawa bada di sindaka M	ARTHUR STATEMENT AND ARTHUR AND ARTHUR STATEMENT AND ARTHUR AND ARTHUR ARTHUR AND ARTHUR ARTHUR AND ARTHUR
multicultural differences.	Being flexible.	Using good judgement.	Accepting criti- cism or suggestions with a mature at- titude.
II. Preparing re- ports and other written communi- cations correctly.	Establishing and maintaining public relations.	Communicating appro- priately with super- vising teacher and other staff.	Explaining needs for supplies and equipment to supervisor.
IV. Explaining when advocacy is needed and at what level.	Defining the role of team members in the planning process.	Describing behaviors that make the team process better and those that make it more difficult.	Describing the com- position and func- tion of an inter- disciplinary team meeting.
<pre>v. Observing and writing comprehen- sive behavior note concerning student interest, responses progress, etc.</pre>	tively about	Expressing observa- tions in a clear, concise manner, oral- ly and in writing.	Describing the relationship of assessment to goal.
VI. Updating indi- vidual education plan under super- vision of teacher or other profes- sional.	•		
VII. Working one- to-one with withdrawn students.	Following student's daily schedule of activities in order to keep student gainfully occupied.	Using behavior mana- gement skills as / directed by teacher.	Using appropriate reinforcement techniques.
VIII. Selecting appropriate reinforcers.	Understanding the characteristics and limitations of punishment.	Utilizing the tech- nique of response chaining.	Knowing and using the technique of fading.
	P	As reserved to the specific designation of the second seco	
IX. Reporting sym- ptoms of ill- ness in student to appropriate personnel	Observing student for evidence of injuries such as cuts or bruises.	Knowing and using correct first aid procedures.	Assisting another person who is seizuring.



I. Practicing good personal grooming habits.  II. Consulting coworker and/or supervisor for assistance with problem on job.	Displaying good personal mental health.  Participates appropriately at staff meetings.	Demonstrating perseverance.  Providing constructive criticism of teacher/school to proper person for positive change.	Possessing adequate physical health and stamina for the job.  Relating to professional staff specific info. to student desires to communicate.
IV. Being aware of how attitudes and values affect outcomes in planning services.	Reporting own training needs to supervisor or training coordinator.	Assisting to train new personnel in job related skills or procedures.	Studying reports, manuals or train- ing materials in order to improve knowledge.
V. Understanding relationship of assessment of intervention strategies and goal achievement.	Counting and re- cording specific student behaviors as part of asses- sment process.		
VII. Training stu- dents in personal grooming tech- niques.	Training students in basic body hygiene, as toothbrushing, handwashing, etc.	Teaching students self-help skills as simple household chores, arts & crafts etc.	Teaching students dressing technique as clothing select ion, care of clothing, etc.
VIII. Presenting a group lesson while monitoring student attend- ing behaviors.	Adapting or changing materials/ techniques to insure success in learning process.		
IX. Appropriately storing medica-tion.	Recognizing, ob- serving, and re- porting seizures.	Describing common treatment of seizures.	Supervising and assisting student in hygiene and grooming practices



I. Following instructions.	Keeping informa- tion about child- ren and families confidential.	Complementing the teacher's role.	Assuming responsi- bility when ap- propriate.
II. Conferring with professional staff concerning student's needs or problems.	Communicating ef- fectively with parents.	Supporting school regulations, practices, and policies.	Keeping informa- tion about child- ren and families confidential.
IV. Understanding role of volunteers.	Relating appropriately to program volunteers.	Describing methods for helping parents/ guardians to be more effective in planning process.	
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	rivelitärn. Yhdikisiökussänussakuskikuspanna äydyteidensi		
VII. Training students in meal- time skills as self-feeding, clean-up, etc.	Supervising stu- dents in planned activity as di- rected by profes- sional staff.	Understanding and using appropriate methods in teaching basic math skills.	Understanding and using appropriate methods in teaching basic speech & language skills.
IX. Reporting sig- nificant changes in physical con- ditions of student to supervisor	Completing basic cardio pulmonary resuscitation course.	Earning Brsic First Aid Certificate from the American Red Cross.	Posotioning cor- rectly students with physical disabilities.



I. Functioning independently on familiar tasks.	Participating in self-enrichment activities.	Appreciating and displaying ethical behavior.	Understanding and responding appro- priately to moral and ethical issues relating to job.
II.Persuading stu- dent to use den- tures, glasses, hearing aids,etc.	Redirecting or rechanneling in-appropriate or deviant behavior.	Relating in language understandable to the student, instructions messages or other school personnel.	
		3.x :>====================================	
VII. Understanding and using appropriate methods in teaching basic reading.	Working with a child through a prescribed physical routine.	Supervising children in organized play experiences as non-competitive games or using p.e. equipment.	Helping children use art materials for creative expression.
IX. Transferring students with physical disabilities safely from one place/another	Disarming students of weapons or ot- ther dangerous objects.	Subduing a violent student in order to prevent injury to student & others.	Structuring a safe environment.



I. Recognizing own limitations and referring to specialist as needed.	Understanding limits of autho- rity.	Attending required training workshops.	
II. Counseling student of behavior in order to enforce rules & regulations.	Counseling stu- dent in order to manage behavior problems.	Talking with student to discover problem and work out possible solution.	Encouraging stu- dent to use acti- vities designed for re-education & re-habilitation.
		<del>, and description of the second of the seco</del>	
VII. Reading stories to children.	Assisting child- ren to develop concepts of time and space.	Presenting health and safety concepts.	Selecting, evalua- ting, and using audio visual materials.
IX. Supervising students in tran- sit in a safe manner.	Counting students periodically to insure they are all accounted for	Informing authorities of student accidents.	
THE RESIDENCE OF THE PROPERTY		· · · · · · · · · · · · · · · · · · ·	Promote and the second



II. Explaining rules to new student in order to orient student	Introducing new student to factility, staff and other students.	Intervening in dis- pute between students so as to prevent disorder.	Directing or guid- ing student into activities which release uggression
VII. Answering in- coming calls as directed.	Helping to super- vise lunch and snack time.	Operating duplicating machine and other office equipment.	Ordering and re- turning audio- visual materials.
IX. Training stu- dents in fire safety, drills, and accident prevention.	Investigating in- cidents & injur- ies involving students and fill out report	Eliminating hazards in order to prevent injury to student and others.	Planning student evacuation in event of fire or disaster situation



II. Confronting student with in- appropriateness of behavior.			
VII. Getting ma- terials ready for a lesson.	Supervising student clean up and other transitional activity times.	Maintaining re- cords such as taking attendance	Inventorying classroom equip- ment and supplies needed.
			·
IX. Checking orthopedic appliances, wheel-chairs, etc. for safety factors.			4



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TITY OF THE STATE		Gollowking management	
VII. Ordering new or addition-	, ;	Collecting money from students.	Supervising outdoor activities
al equipment and supplies as	classroom	-	
needed.	management.		
X. KNOWLEDGE OF	Describing chara-	The state of the s	
HUMAN DEVELOPMENT: TYPICAL AND ATYPI-	causes of various		
CAL	handicapping conditions		and an experimental entropies in an experimental entropies and experimental



VII. Maintaining bulletin boards and other class-room displays.	Keeping classroom supplies and equip-ment in order.	Preparing rou- tine classroom reports.	Demonstrating accurate and neat printing skills.
XI. BILINGUAL/ BICULTURAL ISSUES	Demonstrating ability to accept and appre- ciate differences in culture.	Communicating ef- fectively with parents from different cultural lifestyles.	



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			,
			•
	<u> </u>		
VII. Preparing	Collecting and	Preparing large	Modifying com-
overhead trans-	storing materials	print material.	mercially-prepared
parencies.	for constructing		materials to meet needs of individual
-	teacher made material		handicapped child.
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VII. Preparing			
VII. Preparing a picture file.		·	
		,	

