



NATIONAL  
DOWN SYNDROME  
CONGRESS  
PARENT WEBINAR SERIES

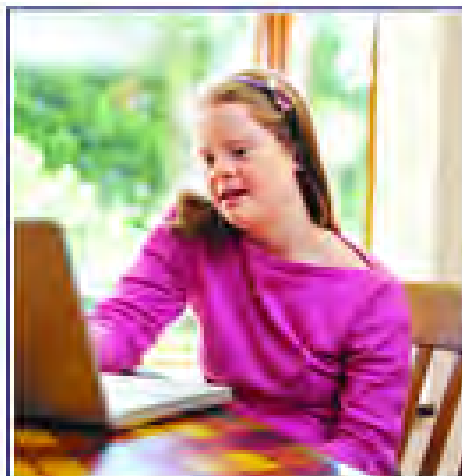
IN COLLABORATION WITH



**TIES**  
Center

**Monday**  
**November 9, 2020**  
**3:30 PM – 4:30 PM EST**

## Pivoting Parapro Supports for Current Learning Environments



# NDSC Connection to TIES Center

- Ricki Sabia, NDSC's Senior Education Policy Advisor, is the Parent Liaison for the TIES Center on Inclusive Practices and Policies for Students with Significant Cognitive Disabilities
- Ricki's role:
  - Co-authoring parent briefs
  - Reviewing other technical assistance documents
  - Participating in Partner meetings
  - Co-presenter on some TIES webinars
- NDSC disseminates resources from the TIES Center

# Distance Learning Early Problems



- New school and new team
- Unfamiliar with technology
- Lack of communication with paraeducator
- Very few modifications to general ed content

# Distance Learning Solutions: Team & Technology

- Get-to-know-you Zoom sessions between Leah & paraeducator
- Intensive technology assistance to become independent
- Screen sharing demonstrations
- Large print, visually accessible Zoom numbers
- Whole class & small group focus on technology



# DL Solutions: Communication & Modifications

- Needed REAL TIME communication between Leah and paraeducator
  - Exchanged cell phone numbers – regularly text questions, prompts, encouragement
  - Request to go to breakout room
- Shared Google Doc for Assignments – updated by para daily, can write notes & questions for each other
- SpEd and GenEd team working more closely on modifications
- Extra tutoring sessions/check-ins added for GenEd classes



## Pivoting Between Paraprofessional Support in Inclusive Schools & Distance Learning

Gail Ghere and Jennifer Sommerness

National Down Syndrome Congress Webinar

November 9, 2020

# Introductions



Gail Ghere



Jennifer Sommerness

National technical assistance center on inclusive practices and policies with a focus on students with significant cognitive disabilities.

[www.tiescenter.org](http://www.tiescenter.org)

# Getting to know each other. Who is in the audience?



- In the Chat Room, please add
  - Your name,
  - Your role and
  - Where you are from.



# Today's Outcomes

- Introduce the TIES Center and its work in inclusive education with a specific focus on students with significant cognitive disabilities
- Focus on the three Learning Components as a framework for student programs and their relation to paraprofessional roles
- Consider the knowledge and skills needed and the roles of paraprofessionals both at school and during distance learning
- Provide and unpack a variety of student examples for application across instruction at school and home



National Technical Assistance  
Center on Inclusive Practices and  
Policies for Students with  
Significant Cognitive Disabilities

## Time (T)

- Increasing the number of students included in grade-level general education classrooms majority (at least 80%) of school day

## Instructional Effectiveness (I)

- Collaboration across educators and specialized instructional support personnel to provide curriculum and instruction in general education classroom

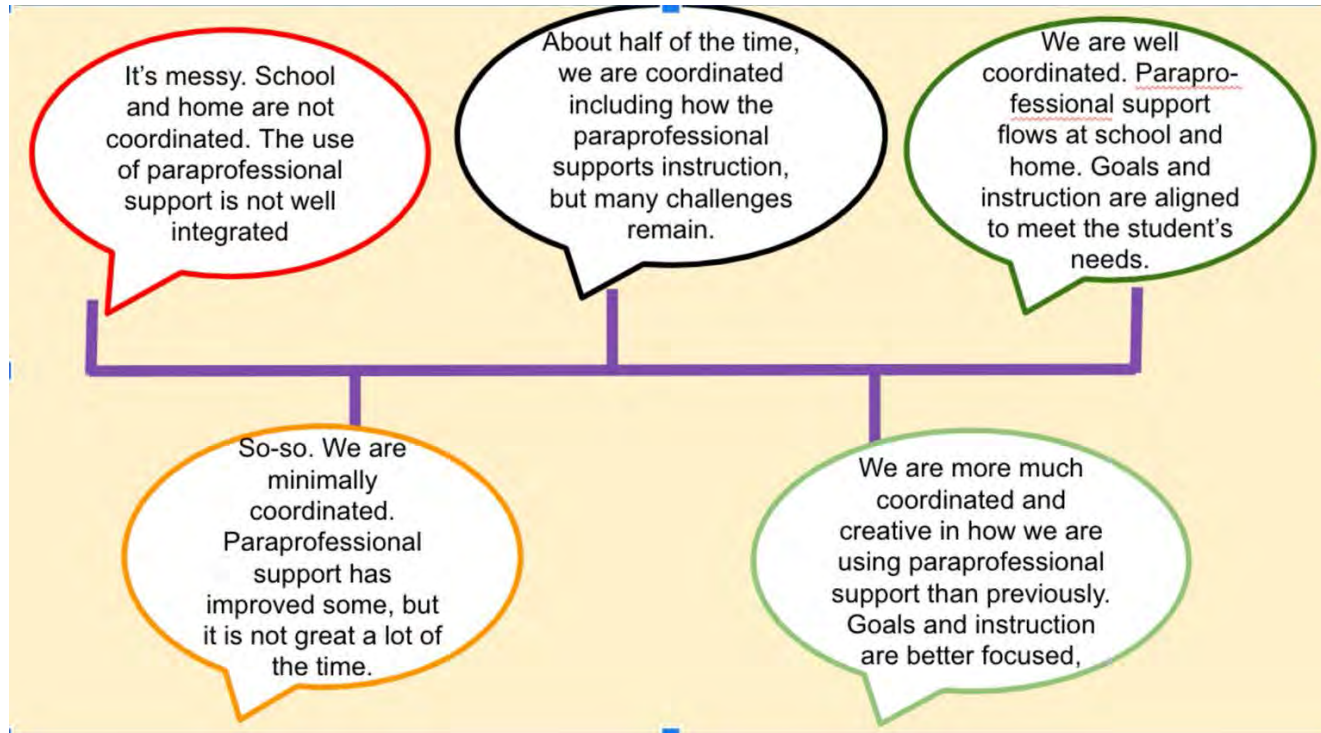
## Engagement (E)

- Engagement with general education curriculum AND age-grade peers

## Support (S)

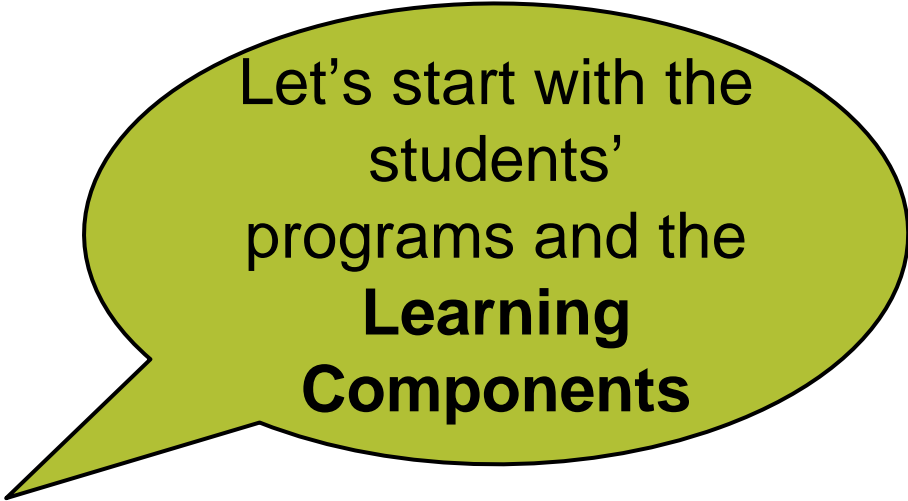
- Support at both state and district level and shared ethic of thinking inclusion first

# *What is your current reality regarding planning effective inclusive education for students (at school, home or hybrid) and including paraprofessional support?*





Where to  
start?



Let's start with the  
students'  
programs and the  
**Learning  
Components**



**TIES**  
Center

DISTANCE LEARNING SERIES

Participating in  
Routines and  
Transitions

Engaging in Grade  
Level Academics  
and Other  
Essential Skills

Interacting  
with Others

# Participating in Routines & Transitions

- **The “1000 Teachable Moments” in a day**
- Maximize learning throughout the day
- We all learn how to participate in routines and transitions
- Important for participation in inclusive opportunities
- Embedded instruction-
  - Taught through direct instruction
  - Taught through implicit instruction (modelling)



# What could this look like for students?



- joining a group online;
- creating and following a personal schedule;
- beginning, sustaining and ending activities appropriately;
- going from one area of a building to another;
- greater independence in self-care



# Engaging in Grade Level Academic and Other Essential Skills

- Access and engaging in Grade level academics is an “essential skill”
- Other essential skills
  - Communication (i.e., expressing choice, ideas, feelings, questions)
  - Organization
  - Positive Behavior
  - Technology

Engaging in Grade  
Level Academics  
and Other  
Essential Skills

## What could this look like for the student?



- engaging in universally designed grade-level instruction with additional modifications or adaptations as necessary;
- using technology with increased independence;
- increasing self-advocacy skills;
- anticipating and managing behavior when frustrated

# Interacting with Others

- Have meaningful relationships with other grade appropriate students
- Have meaningful relationships with the adults in their lives, at school, at home and in the community
- Be part of the threads of the community, not a visitor to the community

## What could this look like for the student?



- participating in small and large group instruction with peers;
- staying in touch with/creating community with others;
- using an AAC device to ask questions, or offer prepared answers within the moment;
- maintaining conversational turns

**What if we considered  
paraprofessional roles  
and responsibilities  
through the same lens?**

## Participating in Routines and Transitions

## Engaging in Grade Level Academics and Other Essential Skills

## Interacting with Others

# Supporting Participating in Routines and Transitions

## Paraprofessional Knowledge and Skills

- Understand the importance of the multiple learning opportunities and teachable moments that exist across the day for all students so students with significant cognitive disabilities can be specifically taught within these general education routines and transitions through the use of embedded instruction.
- Know that students with disabilities require opportunities to practice new skills during general education routines and activities to increase their generalization, maintain their skills, and increase their independence in a variety of environments.
- Understand the impact that inclusive environments can have on learning and how students benefit from being present and being part of activities, even when they only partially participate (this allows a student to build a repertoire of experiences and understanding that they can then apply in different opportunities).
- Know how to support students to attend to and follow ongoing routines and transitions that naturally occur in the environment by using wait time, prompting, and fading support.
- Know the specific goals and strategies that are outlined in IEPs for the students they support.

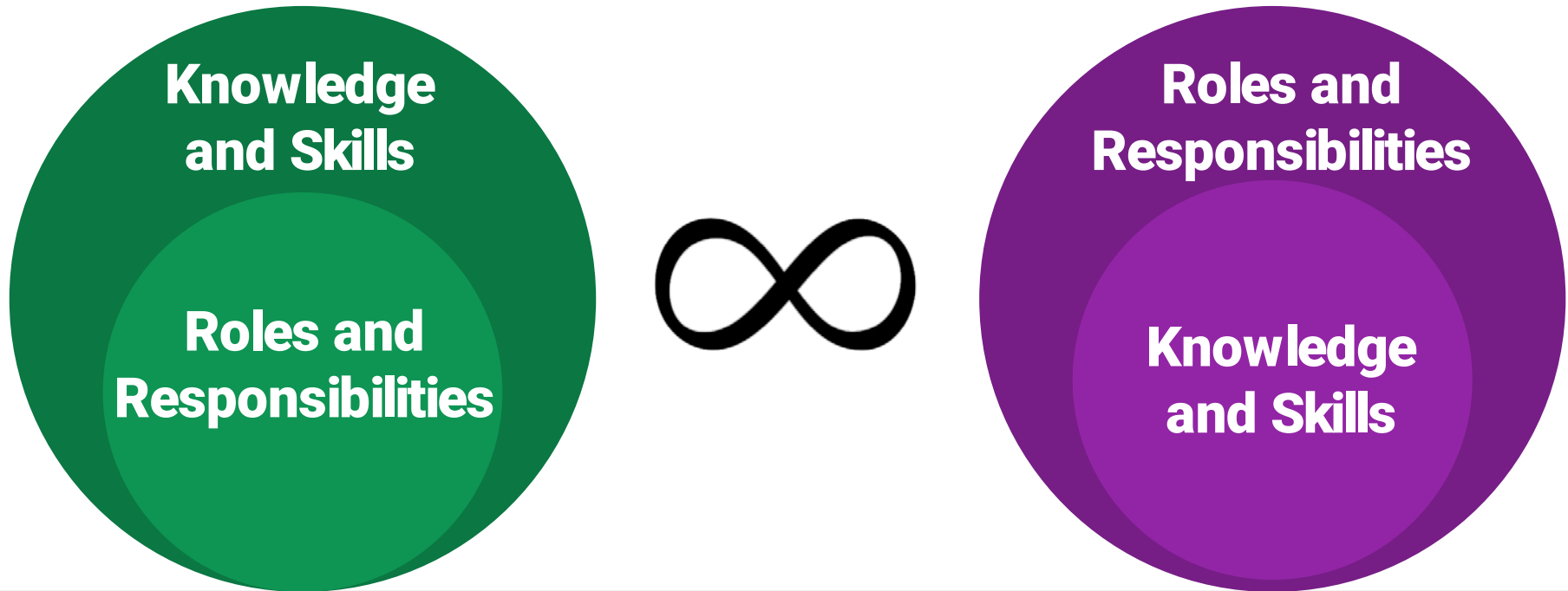
## Paraprofessional Responsibilities

- Teach students to observe, follow, initiate, and end general education class and school routines.
- Provide many opportunities for students to make choices and problem-solve new situations.
- Assist students to advocate for themselves by asking for help from other people (especially their peers) when needed.
- Be aware of the level of prompts, waits, and fades being utilized within and across learning situations, and providing these supports in individualized ways to increase independence across the day.
- Instructing students in such a way that they learn how to be as independent as possible across various settings and people.
- Overemphasize, gesture, or prompt students to recognize natural cues within the environment, and teach what they mean to increase understanding and independence.

With in school instruction, paraprofessional support might look like: [click to expand](#)

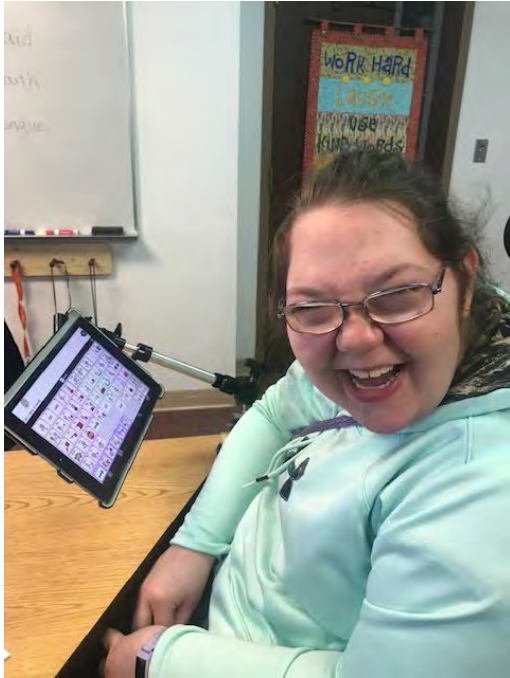
With distance learning, paraprofessional support might also look like: [click to expand](#)

# Paraprofessional Capacity Building--



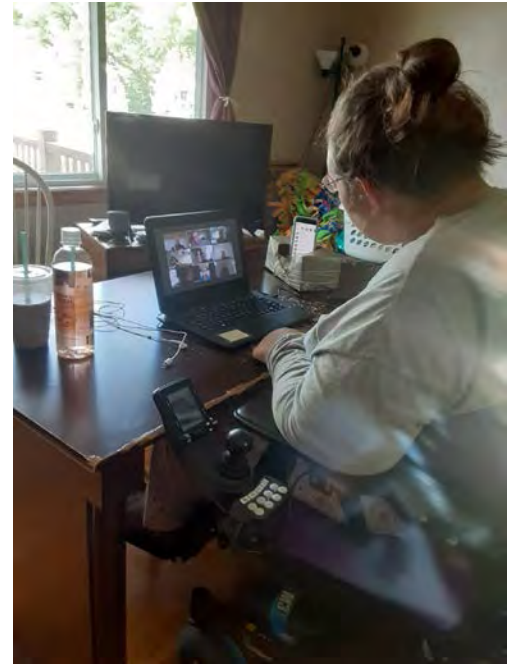


# Planning instruction during distance learning and hybrid learning



At School

At Home



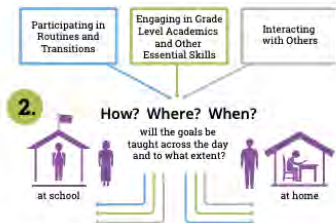


# The 5C Process

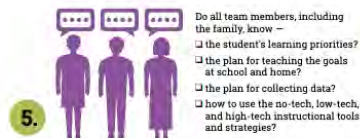
Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments



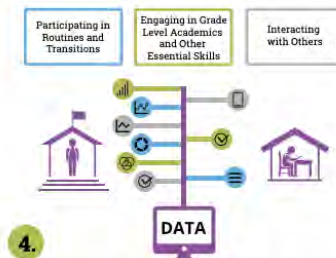
**COMPONENTS** Begin with a long term vision for each student. Plan backwards. Given these meaningful outcomes, what are the top priorities for a student to achieve this year? Develop the priorities, pulling from the 3 overarching learning components.



**CONTINUITY** To the greatest extent possible, instructional teams use the same no-tech, low-tech, and high-tech instructional tools and strategies at school and in the home to maintain access, maximize inclusion in the general education curriculum with peers, and minimize the start-up time when moving between school and home. This builds continuity for the learner, enhances engagement, and increases the flexibility to make adjustments for distance learning.



**COLLABORATION** Student learning goals do not change between instruction at school and at home. What changes are the how, when, where, and to what extent the goals are taught during distance learning. Instructional teams and families collaborate about what instruction look like in each setting. What will remain the same? What will be modified?



**COLLECT DATA** Know how a student is progressing both at school and at home. Collect data through multiple means at school and home. Data collection by families must be straight-forward, streamlined, and reasonable to fit into their lives.

**CAPACITY** Build the capacity and independence of the student, all instructional team members, and the family in understanding the learning priorities and using the instructional tools and strategies to support learning. This creates a solid platform for collaborating to make instructional adjustments that continue to focus on achieving the learning priorities.



# 5C Process

- Focus on hybrid model
- Meaningful life outcomes
- Family voice key in the planning
- Instructional continuity between school and home



# 5C Process Learning Matrix: Middle School at Home

Student Name:		Josie J											
Grade:		6											
Date Created:		September 2020											
Through the day:		Yes. The student experiencing membership				Yes. The student is actively participating.				Yes. The student is learning general education curriculum.			
DAILY SCHEDULE													
Learning Component	IEP Goals	Wake up	Before School Activities	Breakfast	English Language Arts	Math	Lunch	Choice Time	Science	Dinner	Family Time	Night Routines	
Interact with Others	Initiates greetings and responds to greetings from others		X		X + Collect Data		X			X + Collect Data	X		
Participating in Transitions and Routines	Follow three-step instructions across her day with use of visuals and AAC device	X	X		X			X + Collect Data	X		X		
Paarticipating in Grade-level Academics	Choose and apply the correct math operation for simple word problems					X + Collect Data		X	X				
Interact with Others	Maintains interactions for 3 or more turns with peers and adults		X	X + Collect Data	X			X		X	X	X	
Participating in Grade-level Academics	Increasing reading comprehension by focusing on different purposes for reading across mutiple reading of the same text				X + Collect Data			X	X + Collect Data				
Other Essential Skills	Manage personal belongings and use them appropriately	X	X	X + Collect Data	X		X					X	
Choose a learning component													
Choose a learning component													

Notes: Data collection for "Interacting with Others" will be twice/week: Tues & Fri; All other data will be 1 day/ week: Wed

## Distance Learning/ Hybrid-- Two key questions--

1. What is the specific purpose that a child has paraprofessional support for during an activity? Can the same purpose be achieved whether the paraprofessional is providing support in-person or virtually? Can the same support be provided by a peer (or sibling)?

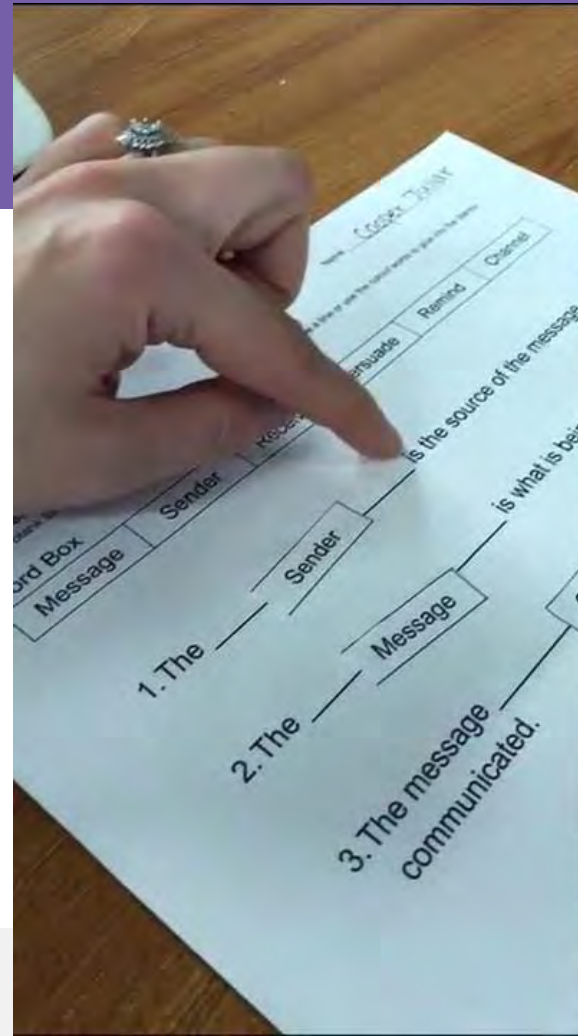
2. Is there a specific instructional need where adding paraprofessional support would enhance access and engagement during inclusive distance learning?

# In-school Paraprofessional Support

Participating in  
Routines and  
Transitions

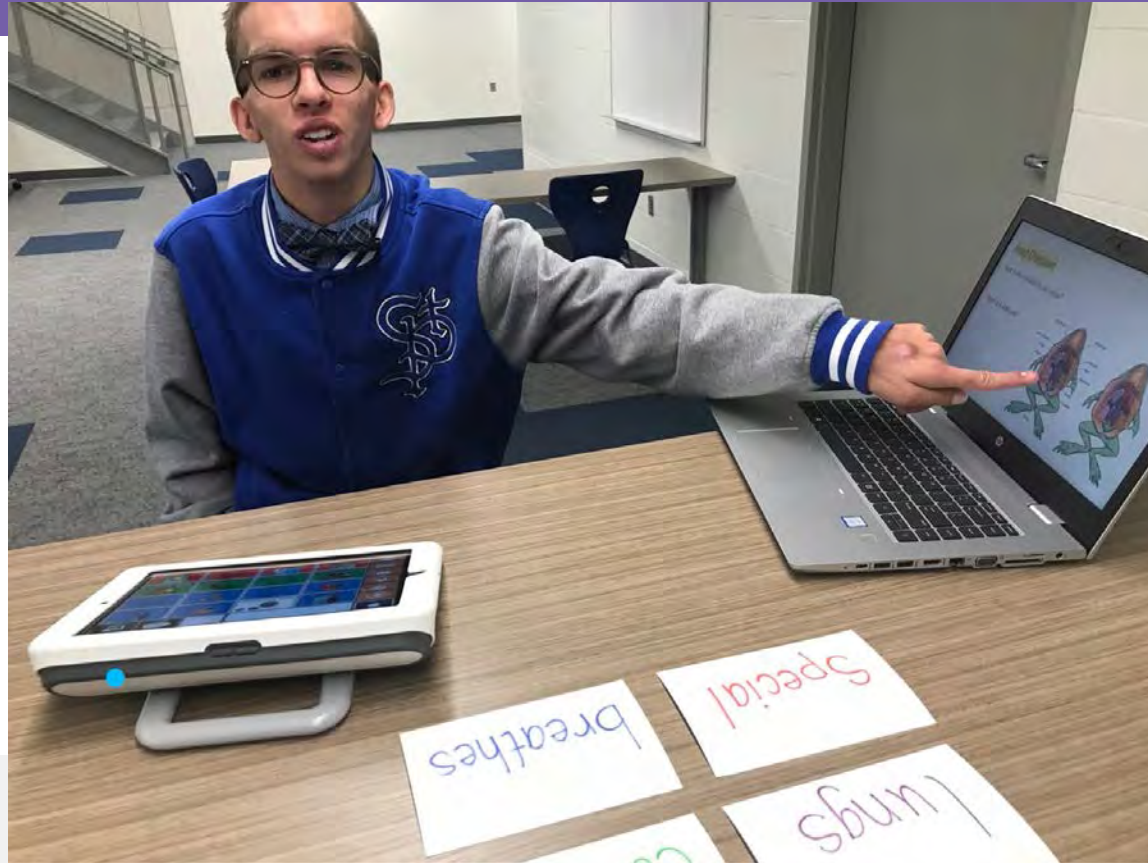
Engaging in Grade  
Level Academics  
and Other  
Essential Skills

Interacting  
with Others





# Preparing for a Return to Distance Learning



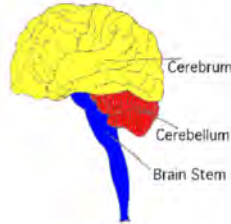
# Slides of Anatomy Essential Learning (Role in the paraprofessional)

## Nervous System Concept Check

C. Dwyer

### Brain Anatomy

3 primary  
structures of the  
brain are the



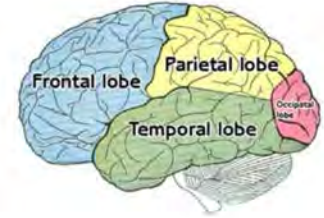
### Brain Anatomy - Cerebrum

4 Lobes:

Frontal

Parietal

Temporal



### Brain Review Questions

\*Answer each question the best you can. You can either provide a written response or provide an image.

#1. What is the biggest part of the brain?

### Brain Review Questions

\*Answer each question the best you can. You can either provide a written response or provide an image.

#2. What does the brain do?

### Main Idea: The Nervous System



What I learned about the nervous system this semester

# October 26 - October 30 Checklist

## Reading Workshop

- ☐ Monday - Friday
- ☐ [Reading Slides Week #9](#)

## Marketing

- ☐ Wednesday-Thursday
- ☐ [Marketing Slides](#)

## ASL

- ☐ Wednesday-Thursday
- ☐ [ASL Slides](#)

## Anatomy

- ☐ Monday-Tuesday
- ☐ [Respiratory System Slides](#)

## Strength Training

- ☐ Monday-Tuesday
- ☐ [Workout Tracker](#)

## Communication/Technology

- ☐ Monday-Tuesday
- ☐ [Math Slides Week #9](#)
- ☐ [Typing Club](#)



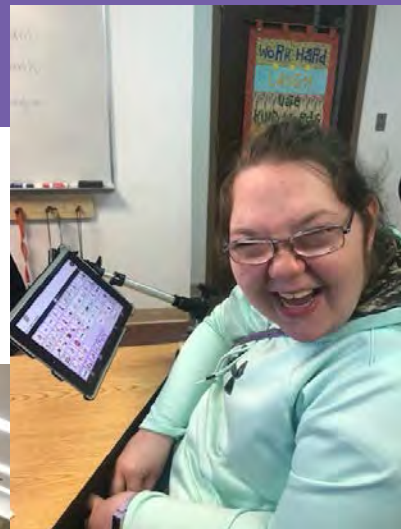
Slide 1

# In-school Paraprofessional Support

Participating in  
Routines and  
Transitions

Engaging in Grade  
Level Academics  
and Other  
Essential Skills

Interacting  
with Others

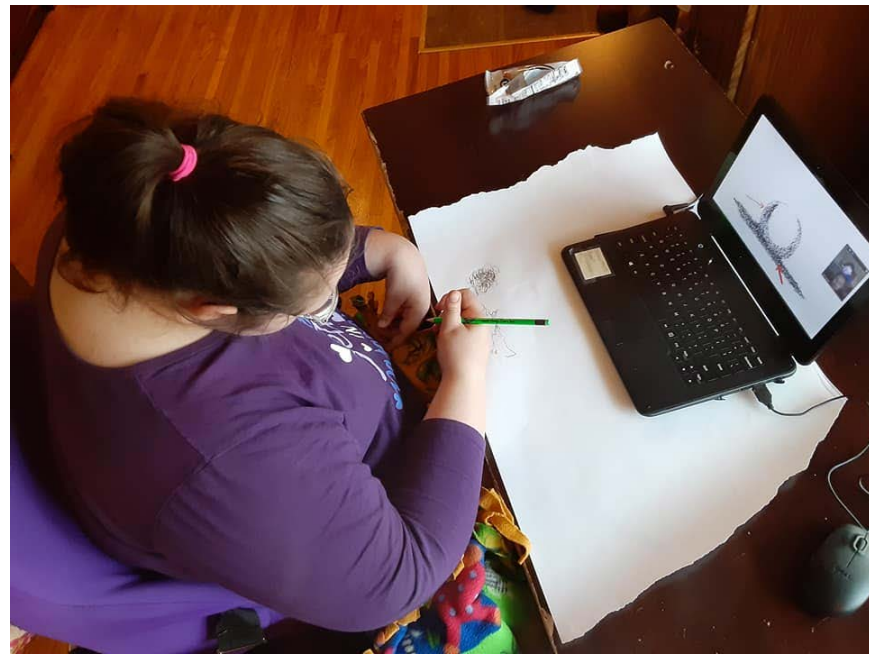
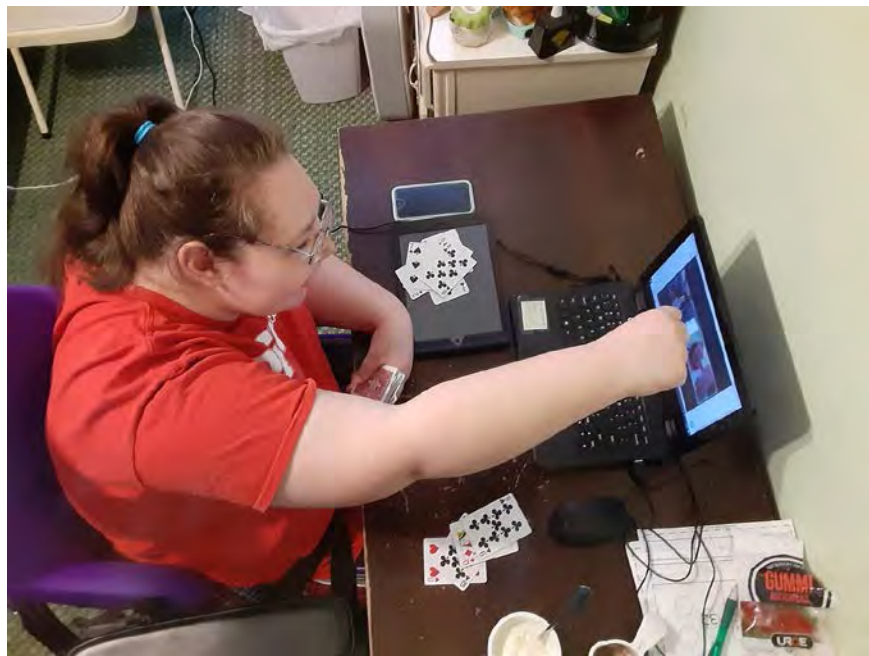




# Preparing for a Return to Distance Learning



# What Distance Learning Looks Like



## Participating in Routines and Transitions



### At-School

- Calling attention to matching actions to peers (“What is everyone else doing?”)
- Using the same mantras or songs that are available for all students (class clean-up song, language teachers use to keep students motivated)
- Encouraging a student to ask a peer for assistance before offering adult support.
- Placing a star on the ceiling or floor so the student knows where their body should be during movement breaks

### At Home in Distance Learning

- Modeling the use of signing, gesturing, or comment feature on virtual platforms with all students during virtual lessons
- Reminding students to set a timer on their device or provide a visual timer during virtual lessons
- Creating picture schedules that are matched to a student’s independence level, as well as family’s routines, to share with the student and family
- Explicitly teaching students the steps to learn different software programs

## Engaging in Grade Level Academics and Other Essential Skills



### At-School

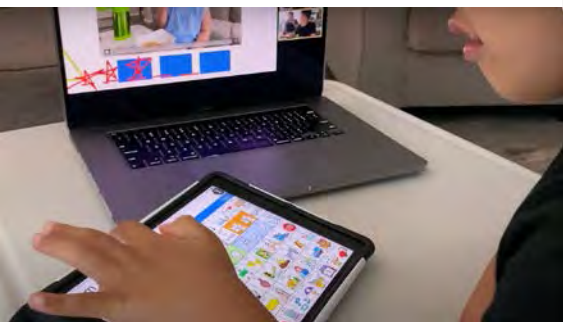
- Joining a small group and facilitating student participation and communication towards the group activity
- Anticipating when a student needs a break, having options that are educationally relevant and in alignment with the grade-level content
- Sharing a document (for example, a Google Doc) as support without sitting next to them
- Staying calm when challenging behaviors occur, considering what the student might be trying to communicate.

### At Home in Distance Learning

- Using an app, such as [Clever](#), to pre-load all of the login and password information
- Using technology (screencaster, document camera, Flipgrid) to record how students are working through their assignments
- Being proactive to prevent interfering behaviors from emerging.
- Making available and modeling core word and fringe vocabulary within inclusive virtual lessons, and small groups



## Interacting with Others



### At-School

- Highlighting similarities, favorites, dislikes and interests in common in a natural way
- Sharing with the teachers naturally occurring relationships or supports
- Facilitating groups in such a way that enhance the back and forth of communication
- Coaching peers about and modeling the use of AAC systems, sign language or other non-verbal communication supports.

### At Home in Distance Learning

- Make a large color photo (and sending it home) of a peer support that will be partnered during a small group virtual session
- Being aware of, encouraging, and supporting participation in activities that are not regularly scheduled
- Setting up individual “check-in” and “check-out” meetings to learn how the student is feeling on virtual learning days
- Daily log of observational notes, data collection on specific goals, or accommodations

# Let's Chat...

What questions, comments, or advice do you have?



# Thank you and a call to further action in support of learning for ALL!

- Please share the TIES Center website: [tiescenter.org](http://tiescenter.org) and resources with colleagues and families. Check out our [Facebook page](#)!
- Interested in providing feedback or contributing to the inclusive Distance Learning Series for students with significant cognitive disabilities? Please contact: [tiescenter@umn.edu](mailto:tiescenter@umn.edu)

