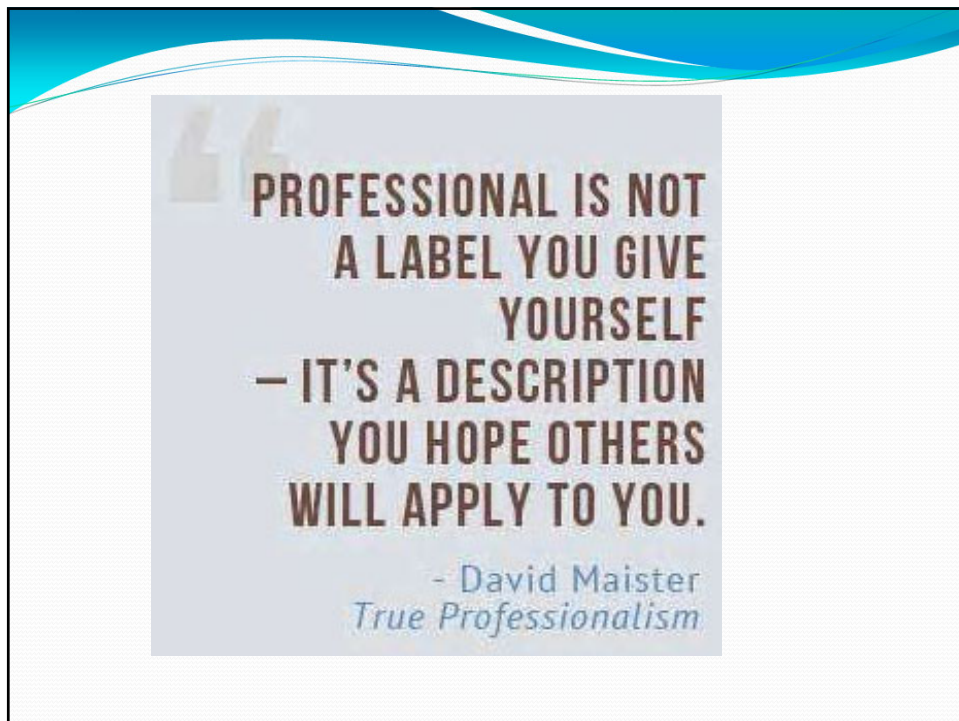


1



2

## Dress for Success

- Neat and clean
- Show students you care about them and your job
- Respectful – taking into consideration the background of all of our students
- No profanity or alcohol/drug related images

3

## Be Present

- Cell phone use
  - Breaks, emergency
- Monitoring students
  - Eyes on, 'take your post', scan
- Adult conversation
  - Limit
  - Only when necessary

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## Attendance

- Let appropriate personnel know
- Arrive on time
- If you know ahead of time you will be out let your team know
- Return from breaks on time

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## Know the Students

- IEP goals
  - Many need implementation all day
- Accommodations
  - To curriculum, environment
- Behavior Plans
  - Know how to set up for success and respond if there is a behavior
  - These must be implemented with fidelity
- Pro-ACT
  - Let your administrator know if you need training

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## Know your Team

- Classroom team
  - Work cooperatively
  - Find time to meet
  - Do not undermine or disagree with each other in presence of students
- Classroom teacher is the lead and the person in the supervisory role for all students in the classroom (even if you are a 1:1 aide)
- If disputes arise try to work together to come to an agreement
  - If an agreement cannot be found follow district protocol for employees

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## Communication

- Classroom team
  - Communicate with each other
- Listen
- Be respectful of different views/values
- Have an open mind
- If disputes arise remain calm-adjust tone and style
- Be aware of your non-verbal communication
- Flexibility
- If you are the teacher you need to be aware of all communication being relayed to parents
- If you are the instructional assistant/behavior assistant direct specific questions you may receive from parents to the teacher unless otherwise directed by the IEP team or administrator

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## Confidentiality

- Only immediate team (those working directly in classroom or those in consultant/administrative roles) should have discussions about the students 'under that team'
- No lunch room chit chat
- No sharing of student information with friends, family, co-workers

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## Supporting each Other

- Work as a team
- Offer support, but do not jump in unless person directly working with student asks for assistance
- You may have a different way of handling a situation with a student- share this at another time, do not intervene unless asked
- Have a 'signal' (word/phrase) that you would say aloud if you would like some assistance with a student, if a team member says this word another team member would slowly and safely move in, still taking direction from the lead person
- It is a good idea to also have a signal you can give to each other if you are noticing your team member is becoming escalated about a situation and may need a 'break' - we all need to be using our own self control plans
- If you are not working as a team within the classroom sit down and discuss what is and is not working, work together to come to solutions

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## Students

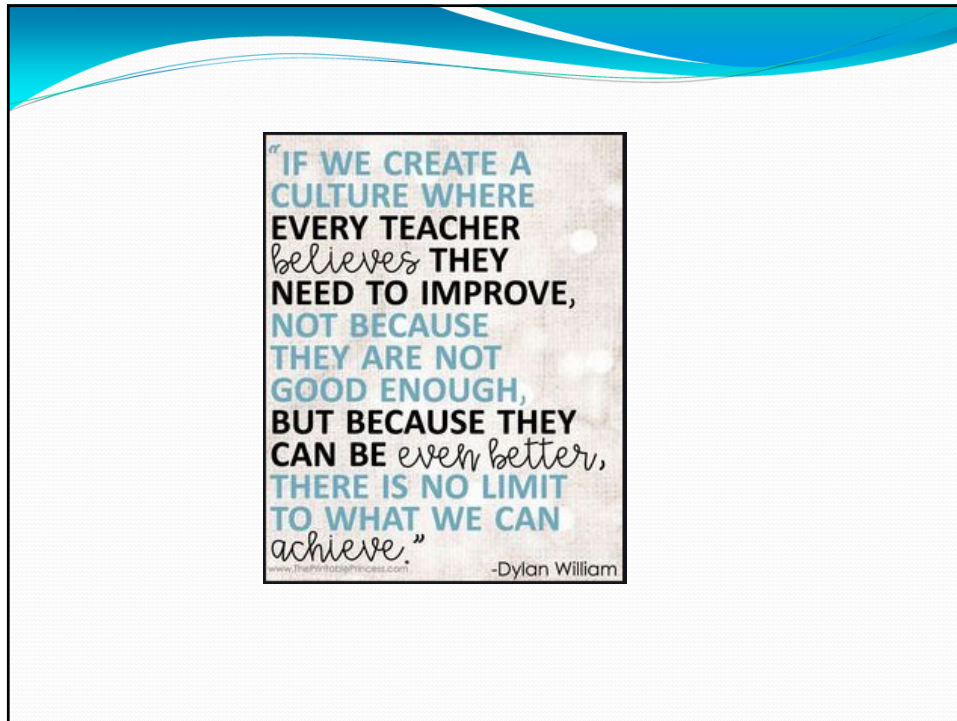
- Remember these are students with IEPs
  - They have unique needs that require specialized interventions
  - They are not in general education classrooms for a reason
- If they have socially inappropriate behaviors we cannot react, it is our job to teach, and this includes teaching appropriate replacement behaviors, social skills, and self regulation skills
- Avoid power struggles, we don't have to get the last word in
- Your words, and even more so your actions, will stay with that student
- It takes a minimum of 5 positives to outweigh a negative... think about that

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## Character Traits of Great Special Educators

- Intuitive
- Calming
- Flexible
- Even tempered
- Patient
- Organized
- Creative
- Accepting
- Empathetic
- Collaborative
- Communicative

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## Congratulations

You have completed the Level 1 didactic portion of the Applied Behavior Analysis training !

Check back in a few weeks for Level 2, the application of ABA in real life scenarios.

Thank you for doing what you do each and every day.

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