

**Ribas Associates and Publications Inc. For more information**  
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## 15 Online Programs for Hourly Paraprofessionals

**Single modules start at \$34 per person**

**Run the programs during the shutdown and pay 50% now and 50% after July 1 when you receive your new budget allocation**

The shut-down is an opportunity to provide those hourly paraprofessionals still on the payroll with training to become more effective with students. Our online paraprofessional programs range from single three hour modules to full series programs containing as many as five modules. In the series modules you may choose to do just one module.

## **Social Emotional Learning in the Classroom**

*(Based on the best-selling, CASEL endorsed book of the same name)*

There are 4 three hour modules to do the entire program. However, districts may do 1, 2, 3, or all 4. The modules should be done in order so a district that has not done the training should begin with module 1.

*We recommend the district purchase the book Social-Emotional Learning in the Classroom for participants. However, this is not mandatory if you are only doing one or two modules.*

Workshop with Emphasis on Relationship Building and Special Education Students (Differentiating for SEL)
1. What does the shift toward SEL look like? Defining Social-Emotional Learning: 5 Categories 44 Skills (Your SEL story).
2. How does SEL work in the classroom? SEL integrated throughout school day for general and special education students to practice and apply skills.
3. Developing a supportive classroom climate and positive teacher-to-student and student-to-student relationships. Words matter, sentence frames, accountable talk, the “collaborative” classroom in which everyone is expected to contribute, be a teacher and learner, be a leader and follower. More group work examples and feedback about SEL (rubrics).

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| 4. Routines that support SEL and academic growth: group work, accountability, and skills. Academic and social-emotional skills work together (with 11% academic improvement) and SEL growth provides intrinsic support for achievement. |
| 5. Student goal setting, rigor, and engagement: using goal setting to support a mastery mindset for all students and to personalize/differentiate learning for at-risk learners.  |
| 6. Setting goals for your students: take one idea at a time, share ideas to lessen the load, provide a time/place for sharing, and discussion.  |

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## **Special Education**

There are 5 three hour modules do the entire program. However, districts may do 1, 2, 3, 4 or all 5. The modules should be done in order so a district that has not done the training should begin with module 1.

For those paraprofessionals who are licensed teachers the PDPs in these programs have been approved to fulfill the special education requirement.

**Single modules start at \$34 per person.**

## **Overview of Disabling Conditions in the Classroom**

**After this workshop, the participants will be able to:**

*Identify the Federal and State of MA Disability Categories*

- **Explain the difference between providing a modification and an accommodation.**
- **Identify the components of an IEP.**
- **Discuss the various roles of the paraprofessional in a public school setting and the legal limitations of the para role.**
- **Explain the importance of confidentiality.**
- **Practice effective strategies for communicating with both general and special education teachers and team building.**
- **Practice the art of helping, but not over assisting a student with special needs.**
- **Demonstrate how the role of the paraprofessional is essential to providing services to a child with disabilities.**

## **Working in Classrooms with Students with Neurological and Emotional Disorders**

**After this workshop, participants will be able to:**

- **Explain the various aspects of Autism Spectrum Disorder and what to expect when**

- working with a student with this diagnosis.
- Explain the various aspects of ADD and ADHD and what to expect when supporting a students with this diagnosis.
  - Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom.

## **Executive Function: Implications for Teaching and Learning**

Full-Day or Half-Day Workshop for General or Special Educators at All Grade Levels

The term "executive functioning" has become a buzzword in schools and elsewhere. Both general and special educators, as well as paraprofessionals and family members, have long observed that many students have difficulty with such things as planning, organization, maintaining attention, getting started on a task, remembering homework, and self-monitoring – all characteristics of executive functioning.

Executive functioning affects learning and performance in school and in life. Teachers and paraprofessionals can support students with executive function difficulties by teaching and working with students on both general and task-specific strategies that they can use to develop the core skills needed to self-monitor and take control of their schoolwork and their daily lives.

This workshop explores ways to guide students and facilitate the development of self-management skills. In each area of executive function, we will learn strategies that can be used by a teacher, a paraprofessional, or a family member to support the student. In addition, we will discuss ways to teach students how to design and use their own self-management strategies.

Expected outcomes of the workshop:

- Recognize executive function difficulties in the classroom.
- Identify strategies and skills for organizing and managing time, materials, work area, homework.
- Identify strategies and skills for organizing ideas and written work.
- Identify ways to help with initiating a task.
- Develop ways to teach students strategies to use independently.

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## **Working With Students with Behavioral Issues**

After this workshop, the participants will be able to implement the nine components of effective classroom management, including:

- Developing individual contingency plans for students with behavioral issues.

- Developing and implementing classroom rules and routines that maximize the level of respectful, on-task behavior of all students.
- Developing and implementing a system of rewards and consequences for reinforcing respectful, on-task behavior with difficult students.
- Obtaining student attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated.
- Creating respectful student-teacher and student-student relationships.
- Using physical proximity and the physical design of the classroom to improve student behavior.
- Developing student skills to work effectively in groups.

## **Teaching and Reaching Your Students on the Autism Spectrum**

Latest Statistics from the CDC retrieved 6/17/15:

- About 1 in 68 children (or 14.7 per 1,000 8 year olds) were identified with ASD.
- It is important to remember that this estimate is based on 8 year old children living in 11 communities. It does not represent the entire population of children in the United States. This workshop will address the following issues for discussion.

Participants who take this workshop will be able to answer the following questions:

- Why is this diagnosis so prevalent? What is the Latest Research on Early Diagnosis?
- What do I need to know about working with learners with social pragmatic deficits?
- How do I help students with social deficits learn to understand body language and personal space?
- What does it mean to be tactile defensive?
- How do I structure my classroom environment to make students with ASD more welcome?
- How to use differentiated instruction more effectively with students with ASD
- What about the other students? What do they need to know?
- What is meant by “Explicit Instruction?”
- How do I capitalize on the learning strengths of children with ASD?
- What does it mean to “think in pictures?”
- Discussion of a variety of behavioral methods from ABA, to Floor Time, to Life Experience, and others recognized in the field.
- Post-secondary options for children with ASD... Yes, attending college is now an option for many!

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# English Language Learning

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For those paraprofessionals who are licensed teachers the PDPs in these programs have been approved to fulfill the special education requirement.

**Single modules start at \$34 per person.**

## **1. ELL Session One: Overview of the English Language Learner Experience**

While many educators have had the personal experience of learning a second language at some point in their academic careers, few have been called upon to actually develop proficiency, or even more challenging, to try to learn something new using only a language that is very new to them (second language proficiency). Acquiring English language proficiency (ELP) is the daunting task set before our English Language Learners. Research has shown that it takes considerably more time on task than we realize for an individual to gain true academic and conversational fluency in a second language.

Tapping the personal and professional experiences of the participants, this session provides an orientation to the challenges of students attempting to learn in a language that is new to them. While all learners must work to acquire new understanding and skills, second language speakers must also process the language in which the work is being done. Using video, simulation and active learning practices, participants in this session will explore unexpected ways in which children struggle, compensatory strategies they often employ in an effort to fit in, and initial ways in which teachers and administrators can begin to support these learners in their struggle.

After this session of the course, the participants will be able to:

- Empathize with the experience of non-English speakers as they are tasked with navigating a world where they do not fully comprehend the language.
- Identify ways in which non-English speaking students may mask a lack of comprehension.
- Identify strategies non-English speakers use to support their understanding and begin to plan with language objectives and strategies teachers use that support those efforts.
- Distinguish a learner's stage of language acquisition from monolingual to complete bilingualism.
- Recognize components of the English language that can prove particularly problematic for non-native speakers and develop strategies through which teachers can mitigate the negative impact of their own language choices on their ELL and FLEP students.

## **2. ELL Session Two: Questioning & Assessment for Non-English Speaking Students**

Too often, teacher questions and assessment tools measure something other than the goals for which they were intended. Even the simplest question, if not phrased carefully, can prove incomprehensible to a student who otherwise understands the material being discussed. This session focuses on the role of teacher-language, practice and expectations and how these factors can impact second language learners in their classes. We will explore through the lens of non-English speakers the strategies and materials often used in the classroom. In the process, educators will be called upon to share their current learning goals, instructional practices and favorite tools in light of this new perspective.

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After this session of the course, the participants will be able to:

- Rework assessment tools currently used in their practice to ensure that the language used, as well as supporting visual contexts, are best suited to evaluate the importing thinking and learning of non-English speaking students.
- Develop questioning strategies (such as extended wait time) and additional assessment tools that are crafted to be easily comprehended by non-English speaking students.
- Identify non-verbal cues, visuals, and tasks that can help ELL students better demonstrate what they know and are able to do.
- Develop ways to differentiate instruction for ELL students on the basis of formal and informal assessments.

### **3. ELL Session Three: Teacher Language and the Social-Emotional Domain**

Considerable research has been devoted to the role that student emotional development, beliefs, and socialization play in ensuring academic success. In the case of ELL students, this affective domain is impacted by language and culture.

In this session, the participants will be able to:

- Develop strategic approaches to encouraging ELL students as they acquire language skills, cultural competency in an unfamiliar environment, and academic knowledge and skills without diminishing the student's sense of confidence or personal competence.
- Identify areas of language that are predicated on a broader cultural knowledge, such as idiomatic speech, and develop strategies to either compensate for, or directly address those potential areas of confusion.
- Discuss ways in which different languages of origin can cause unique issues for individual students.

### **4. ELL Session Four: Special Education and English Language Learners**

Far too often, teachers confuse problems of language with deeper cognitive issues, referring students to Special Education when their issues are the result of a non-English speaking background. By the same token, students in any subgroup population (English speaking, ELL and formerly ELL) can also struggle with learning difficulties. For the English speaking educator, distinguishing and applying the appropriate interventions for non-English speaking students can be a significant challenge.

In this session, the participants will be able to:

- Consider how and when to refer ELL students to special education, and what steps to take in a Tier I and Tier II setting that further inform the decision to refer.
- Identify several ways to differentiate practice in our classroom that can benefit both special education and general education students.
- Discuss assessment tools used in special education referrals using the lens of a non-English speaking student.
- Consider the ways in which special education and referral of students can be viewed in different cultures.
- Plan strategies for working with the parents of students who may themselves struggle in a new culture and in a less than familiar language.

## **5. ELL Session Five: Where Culture and Language Intersect**

Cultural differences - those easily identified by nationality or language and more significantly the subtle differences of family - compound the learning challenges of ELL students. This final session continues the conversation as we focus on general issues differences in school readiness, school versus home norms and expectations, unexpected pitfalls of student cultural backgrounds, and ways in which language exacerbate those differences.

In this session, the participants will:

- Identify the many complex cultural profiles of students whose first language is not English, recognizing differences that often go unnoticed.
- Describe the concept of school readiness and parental expectations in different cultures and how these issues can inhibit or enhance student learning.
- Discuss ways in which gaps in background knowledge can impact learning and plan strategies that will help teachers compensate for those gaps.
- Identify strategies for vocabulary development in a variety of contexts, often the most noticeable area of weakness for students with limited background knowledge.

## **Understanding and Supporting the DI and SEL Classroom**

This five part series teaches paraprofessionals key components of effective teaching that they see in every classroom. **This program requires they take the full 15 hour program since the components are dependent on one another.** The participants get an in-depth understanding of what teachers are doing and why they do it. The learn:

1. The components of an effective lesson
2. How a lesson is planned to maximize student learning
3. How teachers set up and implement their classroom management systems
4. The levels of mastery students go through starting with being introduced to a new concept to mastering that concept at an application mastery level.
5. There are also skills that the paraprofessional can use in his or her work such as:
  - a. Managing the learning groups the are teaching
  - b. Planning for working with individuals and learning groups including: having mastery objectives and agendas

**This program has a required textbook titled *Instructional Strategies That Maximize Student Achievement*.**

**Call (781-551-9120) or email Bill Ribas [wribas@ribasassociates.com](mailto:wribas@ribasassociates.com) for pricing information for this program.**