Paraprofessional

Handbook



DRAGON DEN

Pittsburg High School

**Para Roles and Responsibilities:**

Some of your roles and responsibilities in the Dragon Den and at Pittsburg High School will be as follows:

**Working with Students:**

* Treat all students with respect and talk to them using a calm, assertive voice.

(Yelling or becoming frustrated escalates situations.)

* Follow the school rules to address bullying.
* Follow through with what you tell the students. Do not give empty threats or promises. Students need to trust you.
* Do not refer to the student as a “special ed. student”. Use people friendly language.
* Provide positive discipline as necessary.
* Provide specific praise and motivation to the students frequently.
* Assist all students with all instructional activities.
* Read ***with*** students during appropriate times in the classroom.
* Promote student independence. Hovering over them and doing too much for them can hinder their progress toward independence.

**Working with General Education Teachers and Other Staff:**

* Work together as a team and not as an individual.
* Build and maintain effective communication.
* Familiarize yourself with, and adhere to, teacher rules and explanations for the classroom you are working in.

**Documentation:**

* Fill out yellow behavior sheets or a school-wide office referral for bullying and behavior.
* Fill out yellow behavior sheets as needed on the students that you serve. This must be done to **ensure** that we have adequate documentation regarding student behaviors and progress towards goals.
* Document any signs of abuse and how they were reported and handled.

(See directory for appropriate numbers)

**District and School Requirements:**

* Complete the para modules online if needed.
* Learn school policies and procedures. These can be found in the school handbook or online at [www.usd250.org](http://www.usd250.org).
* Understand the chain of command in the district.
* Attend required meetings and professional development.

As a paraprofessional, you are a huge part of our special education team. In your role as a para, you will have a wide range of responsibilities. Please remember flexibility is a must! Always expect the unexpected. If we do not tell you enough, we appreciate all that you do and how flexible you are!

**Code of Ethics**

* Discuss confidential issues only with the special education provider, administrator, or classroom teacher.
* Recognize and respect the roles of teachers as supervisors and use teamwork when working with them.
* Recognize and respect the differences in the roles of teachers, paraeducators, and other staff.
* Acknowledge the teacher’s responsibilities for planning lessons, modifying the curriculum, assessing students, and developing behavior plans.
* Share your concerns for students with the classroom teacher and special education teacher.
* Respect all students and staff.
* Do not engage in discriminatory practices based on disability, race, sex, cultural background, or religion.
* Follow the chain of command to address concerns.
* Participate in staff development when asked to.
* Know the school procedures.
* Refer to students by their names, and not by their exceptionalities.
* Only engage in activities that you are qualified or trained for.
* Do not communicate progress or concerns to parents unless asked to by the special education teacher.
* Refer concerns of parents to the special education teacher or classroom teacher.
* Establish communication and a positive relationship with the teacher and other staff.
* Be a positive role model for our students.

**Absences**

Attendance and punctuality convey how seriously you take your job. Your supervising teacher and the students you work with count on you being at work and on time every day. When you are going to be gone, and you know in advance, please fill out the appropriate paperwork and let the special education teacher know as soon as you do.

If you get sick, are unable to come to work for personal reasons, are running late, or unable to come into school for any reason, please call or notify the Interlocal AND one of the special education teachers:

Interlocal: 235-3180

PHS: 235-3200

Jill Kangas: 661-992-7840

Amber Kloster: 404-8541

Chrystal Long: 704-5970

Debbie Lopez: 724-0981

Tracie Newberry: 674-1143

Cathy Reed: 249-3379

Jill Stanley: 228-4637

All paraprofessional absences need to be documented on the orange absent form and turned into your cooperating teacher.

Professional timesheets need to be completed and turned in **before** the 25th of each month.

**Inclement Weather**

Upon closings or cancellation of school(s) due to inclement weather, staff will be notified through KOAM channel 7 TV, KKOW 96.9, and USD 250 School Reach Telephone system. It is your responsibility to keep your current contact information updated with the main office.

For the above cancellations, it will become a “non-work paid day”. Make-up days will be determined by the district.

**Dress**

When choosing your outfit, please remember that you are a professional who is setting an example for our students. You want to establish credibility, professionalism, and respect.

**Confidentiality**

As a para, you will have daily access to information about students that must remain confidential. You are required to keep confidential information such as academic achievement, test scores, student behavior, attendance, family problems, and other personal information. You must keep information regarding students and their families confidential. It is required by law, and breaking confidentiality will result in termination.

Many times you will be asked questions about students you work with. You could be asked about their educational performance, behavior, or what is wrong with a student. Some people will want to know about student progress, their needs, their home life, and other information. You must act according to the laws that protect student privacy. There are two questions to guide whether or not to share the information.

1. Is the person requesting the information **directly involved** with the student’s education?

2. Will the student benefit if the person receives the information?

Below are some ways to avoid confidentiality problems.

* Do not point out or label children in public or anywhere outside of school.
* Avoid sharing personal information with anyone not directly involved with the student.
* Avoid using names if you are asked about your job.
* Suggest that questions be directed to the teachers or parents.
* Be careful not to distort, exaggerate, or confuse information.
* Never use student information as gossip or as a joke.
* Consider your words carefully in the lunch area or teacher’s lounge, where it is easy to say something unintentionally.
* Remember, children deserve the respect you would provide your own child.
* Focus comments on student strengths and be positive.
* At any time if you don’t want to answer a question or are unsure whether to answer, DON’T! (But do so gently and politely).
* Be direct and honest. “I’m sorry, but I cannot share that information with you.”

\*\* Quick Tip: If you know it because you work here- it is to be treated as confidential.

**Dealing with Behavior**

The school-wide behavior program is Give ‘Em 5. This process includes the following steps:

 1. Support Statement

 2. Expectation Breakdown

 3. Expectation

 4. Benefit

 5. Closure

In the general education classroom, you will follow the expectations of that classroom teacher. Allow him/her to handle disciplinary issues. When you are working with a student one-on-one or in small groups outside of the classroom, proceed through the above steps twice. On the third incident, send the student to the office, and complete an Office Referral Form (ORF) online. These may be accessed on the desktop computers in the Dragon Den. Incidents should also be documented on the yellow behavior sheets, and given to the IEP provider.

When behavior issues arise, keep these tips in mind:

* Stay calm
* Don’t take it personally
* Use an adult voice
* Stay away from power struggles
* Once the behavior has been addressed, it is over, do not re-hash
* Disrespectful behavior is never acceptable

**Dragon Dens**

The Dragon Den is a tutorial period, as well as a credit recovery class. This classroom should be run just as any other classroom in the building. Although a teacher is assigned to every Dragon Den, there may instances where paraprofessionals are the adults actually running that class period. Here are the student expectations:

* Be Prepared
* Leave backpacks on the floor
* Be punctual
* Use time wisely
* Log daily work
* Be respectful
* Sit up and be alert
* Keep all electronic devices in backpacks
* Refrain from bringing food or drinks, with the exception of water, into the classroom
* Limit the amount of time out of the classroom by using passing periods wisely
* Place computer monitors/screens out where a teacher/staff may see them.

Para/Teacher expectations:

* Complete grades according to the criteria and student behavior.
* Personally return completed purple assignments slips to staff trays.
* Complete a yellow slip for Study Hall, if additional time is needed for assignment completion.
* Keep conversations and noise to a minimum to allow students the opportunity to focus on their classwork.
* Keep answer keys/completed work separate from students’ work. These are for your benefit, not the students’.

**Do’s and Don’ts for Paraeducators**

**Do:**

* Put our students’ needs first. When able, walk around the classroom and assist all students.
* Use adult voice when speaking with teachers and students.
* Report **ANY** signs of abuse or neglect as soon as you see them. You are a mandatory reporter by law. Document evidence as soon as possible. (See Directory for number)
* Be confident! Students will test their boundaries. Be kind, but firm. Follow through with what you tell the students.
* Report bullying.
* Ask us questions or share concerns.
* Follow your schedule, but be flexible if we ask you to do something else. Changes in your schedule come from special education teachers only.
* Inform your teachers of schedule changes. If they have questions, direct classroom teachers to the special education teachers.
* Sit by students when you are in the Dragon Den and class is in session.
* Keep a professional relationship with students.

**Don’t**

* Grade the teachers’ papers regularly.
* Make copies for teachers regularly.
* Speak with parents regarding their child. Direct them to the classroom or special education teachers.
* Speak about students’ personal information to anyone who does not work directly with the student.
* Supervise the entire class alone in the classroom. Let us know if the classroom teacher is leaving you to supervise the students. This is a huge liability concern.
* Select, modify, program, or prescribe educational activities or materials without the supervision and guidance of a teacher.
* Read personal books, magazines, etc. during class time.
* Use cell phones during classes unless prior arrangements have been made.

**Questions to ask the classroom teacher…**

Before starting each semester, please meet with each of your teachers and go over the following questions:

* What are your classroom rules and expectations for your students?
* What are your classroom expectations concerning electronic devices?
* Do you have a classroom behavior policy?
* If a student asks me to leave the classroom to go to the restroom, get a drink, or see the nurse; how would you like me to handle it?
* What is your preference about where I work with my students?

**Helpful Tips**

**If the student has trouble taking tests, you can try…**

* Allowing more time
* Reading the test aloud
* Allowing student to answer in his or her own words or to answer orally
* Allowing students to write on test instead of answer sheet
* Providing a quiet environment
* Allowing frequent breaks
* **WE DO NOT GIVE HINTS**
* **WE DO NOT REDUCE MULTIPLE CHOICE ANSWERS**

**Upon provider’s approval….**

* Provide vocabulary list or word bank
* Break up test into multiple tests or multiple sections within a test

**If the student has trouble taking notes, you can try…**

* Giving the student a copy of the notes to copy as homework
* Providing a copy of the power point for the student to use during the lecture for note taking (please see supervising teacher before doing so)
* Giving the student an outline to complete
* Using a tape reorder
* Allowing students to write a summary at the end of the lecture rather than taking notes

**If the student has trouble completing study guides or worksheets, you can try…**

* Providing page numbers for the location of answers in reading material
* Making sure questions are in the same order as the reading material
* Allowing student to work with another student
* Allowing student to use textbook, formulas, diagrams, or tables
* Breaking material down into smaller parts
* Teaching students to identify the key words within a question to help locate the answer
* **WE DO NOT PROVIDE OUR COMPLETED STUDYGUIDES, WORKSHEETS, ETC.**

**Upon provider’s approval…**

* Highlighting or underlining answers
* Providing a word bank

**If the student has trouble using the textbook, you can try…**

* Reading the textbook aloud **with** the student
* Using a peer as a reading buddy
* Using computer programs with audio
* Going over important vocabulary
* Providing preview questions
* Asking questions during reading and after reading to check comprehension and to reinforce information
* Teaching the student to use common parts of textbook such as the glossary, index, table of contents, diagrams, charts, words written in old font, etc.

**If the student has trouble keeping track of materials or assignments, you can try…**

* Helping the student develop self-checking or self-monitoring skills for remembering classroom supplies and assignments
* Having the student write assignments in their planner
* Asking the student what materials he or she will need
* Making sure all returned papers are immediately put into their notebook
* Develop a non-verbal cue to remind the student to self-check for materials
* Using post-it notes to mark assignments in textbooks
* Organizing paperwork into folders and/or binders

**If the student has trouble completing work on time, you can try…**

* Reminding the student of time periodically
* Breaking assignments up and having several due dates for the pieces
* Developing checklists
* Using a timer to define work time
* **WE DO NOT COMPLETE THE WORK FOR THE STUDENT**

**Upon provider’s approval…**

* Reducing the amount of work or allowing more time for the work

**If the student has trouble staying on task, you can try…**

* Reducing distractions
* Providing checklists
* Making sure the student’s workspace is clear of extra materials
* Using peer helpers or peer tutors
* Putting the student in a distraction free environment
* Breaking assignments up and having several due dates for the pieces
* Developing a non-verbal cue to remind student to get back on task
* Asking teacher to change seating assignment
* Allowing the student to move periodically

**If the student has trouble reading, seeing, or comprehending written material, you can try…**

* Providing highlighted material
* Using a peer or a parent to read important material
* Finding the same information in another form- videotapes, audiotapes, MP3 players
* Making oral reading optional: find another way the student can contribute (role-play or storytelling)
* Prearranging oral reading and allowing the students time to practice
* Allowing extra time for reading
* Using material that the student finds relevant and interesting so he or she will want to try to read
* Pre-teaching vocabulary
* Using larger print type or copies
* Allowing the student to use pictures and manipulatives
* Moving the student closer to the front of the room for viewing information on the board
* Questioning the student often as he or she reads

**If the student has trouble learning or remembering needed information, you can try…**

* Mental models (graphic organizers, Venn diagrams, etc.)
* Mnemonic Devices (Please Excuse My Dear Aunt Sally = Parenthesis, Exponents, Multiply, Divide, Add, and Subtract)
* Flash Cards
* Review information daily
* Write It, See It, Hear It

**If the student has trouble getting interested or getting started, you can try…**

* Relate the lesson to real life or an experience the student has had
* Seating the student near the teacher
* Using cues to begin work
* Giving work in smaller amounts
* Providing lots of encouragement
* Sequencing work with easiest answers first
* Making sure the student has all needed materials
* Making sure the student knows exactly what is expected
* Checking on progress often in the first few minutes of work
* Giving clear directions
* Providing a checklist of the steps involved
* Asking the student to help someone else

**Commonly Asked Questions**

**“How do I know when to modify and whether I am modifying too much?”**

* Accommodating for a student is a change in the delivery method. A modification is a change in the actual content.
* **NO MODIFICATIONS ARE TO BE USED WITHOUT PRIOR APPROVAL FROM STUDENT’S IEP PROVIDER.**
* Watch the student’s frustration level. It is usually shown in a nonverbal manner before a verbal one.
* Remember there is a fine line between frustration and challenge. We want to challenge students, not frustrate them. Students want to understand and be successful, before they feel ready to be challenged.
* Remember to foster independence. Let the student build confidence to complete things on his or her own. Wean them away from the modification when you feel appropriate. If they begin to struggle, bring it back.
* Ask questions: When you are in doubt or need assurance, talk to the general education teacher or special education teacher. It is OK. You do not have to have all of the answers.

**“What does it mean if I’ve tried and tried, but one of my students simply won’t put forth the effort? They aren’t supposed to fail, right?”**

* Special education students can and will fail at times. This is okay. They are not assigned a label for a disability so that everything becomes smooth sailing. Students are identified so the ground can be made even for them.

**“How can I provide support to a student who doesn’t want to be singled out?”**

* It is hard to force a student to work with you. However, as a paraprofessional you will be helping a lot of different students so very seldom will you be solely with one student. Teachers and paraeducators should also always enforce the fact that it is okay to learn differently or to do things in a different way. We should also reinforce that it is okay because people need different things to complete the same tasks. Glasses are a good example. Not everyone wears them, but some people need them. Be respectful of a student who asks you to do not do something. Ask to talk with them later and help them to feel more comfortable about why they do the things they do. If you are unsure of what to do with a student who feels this way, let the special education teachers know so that we can talk with you and the student to brainstorm ideas.

Common modifications and questions taken from *The Personal Planner and training Guide for The Paraprofessional* by Wendy Dover. The Master Teacher Inc. 1996

**Exceptionalities**

**AUTISM (AM)**

Autism is a developmental disability, which usually affects communication and social interaction. Children and youth with autism exhibit chronic impairments in the ability to learn, communicate, and interact with others in their environment. The cause of autism is unknown; however, the number of children diagnosed with autism has greatly increased over the last decade. Other terms of classifications for autism may include Asperger’s (a high functioning autism) or pervasive developmental disorder.

General Characteristics:

* Difficulty with social interactions (playing or relating to children and adults)
* Engages in repetitive activities (repeating phrase or story, performing same motor task over and over)
* Resistive to changes in routine
* Unusual responses to environment (sensitive to sounds, lights)
* Varying levels of intelligence (many children with autism are average or above average intelligence, some also have mental retardation)

General Teaching Strategies:

* Provide a highly structured and predictable schedule
* Prepare student for transitions and/or any schedule changes
* Be consistent with student
* Give clear directions step-by-step
* Reinforce positive behavior
* Provide both visual and verbal information
* Use concrete examples
* Observe personal space

**EMOTIONAL DISTURBANCE (ED)**

A child with an emotional disturbance has difficulty learning due to extreme behavior or mental illness. Students’ behaviors may either be aggressive in nature (striking out, uncooperative) or passive in nature (withdraws and/or passively resists).

General Characteristics:

* Displays inappropriate types of behavior or feelings for age.
* Attention –seeking behavior
* Low self-esteem
* Resistive to adult authority
* Has difficulty getting along with peers or maintaining friendships
* Poor impulse control
* Poor social skills
* Limited problem solving and conflict resolution skills
* General mood of unhappiness
* Can be withdrawn
* Can be aggressive

General Teaching Strategies:

* Clearly stated expectations and consequences
* Instructional materials need to be at an independent level, not frustration level
* Provide short, manageable tasks
* Model desired behavior for student
* Be consistent, firm, and fair when dealing with behaviors
* Understand and use the student’s behavior management plan
* Make a request but provide time for the student to make the decision to comply or not.
* Be careful about touch and/or personal space as some emotionally disturbed students do not like to be touched nor have people within personal space.
* Once the behavior has been addressed, it is over, do not re-hash
* ALWAYS deal with students by using strategies that protect their dignity and demonstrate respect

**HEARING IMPAIRMENT (HI)**

Hearing impairment is a broad term that encompasses varying degrees of hearing loss from hard-of-hearing to total deafness. Students with hearing impairments vary greatly in their communication skills due to their personality types, nature and degree of deafness, degree of benefit from a hearing device, family environment and age of onset. Age of onset can severely impact the level of the student’s disability.

General Characteristics:

* Have language and speech delays along with different voice characteristics.
* Difficulty understanding information presented orally.
* Has difficulty with abstract concepts (may be able to think in abstract terms, but unable to express concepts).
* Frequently uses “neutral response”, “smiling”, and periodically nodding in situation where he/she looks as though they understand.

General Teaching Strategies:

* Face the hearing impaired student when speaking and keep your hands away from your face. Speak naturally, without exaggerated lip movements.
* Use visual cues (e.g. facial expression, posture, natural gesture) to help the student understand what is being said.
* Provide written directions
* Use short, sequenced statements when giving instructions. (e.g. "Johnny, Get your maths book now, turn to page 77”)
* Ensure any necessary vocabulary is known by the hearing impaired student and include activities to extend vocabulary skills.
* Arranging seating so students can see other students and teacher when they speak in class discussions.

**LEARNING DISABILITY (LD)**

Poor achievement in one or more academic areas such as reading, speaking, thinking,

memory, spelling or math. Students may have difficulty processing information either

visually or through spoken language. The learning disability is usually a lifelong condition.

General Characteristics:

* Usually average to above average intelligence.
* Distractible.
* Low self-esteem.
* Easily frustrated.
* May have concept one day, but not know the concept the following day.

General Teaching Strategies:

* Call the student by name. This will help alert the child to focus attention upon the classroom activity.
* Use the student’s strengths to work on difficult areas.
* Always gain a student's attention before giving directions or initiating class instruction.
* Use visual aids to capitalize on a student's visual processing, and to provide the auditory/visual association needed to learn new concepts and language.
* Write assignments on the board so the student can copy them in a notebook, or provide the student with the list of assignments.
* Make sure that students with learning disabilities have enough time to answer test questions. If necessary, change testing procedures if the testing mechanism itself interferes with a student's ability to demonstrate his or her knowledge.
* Teach tasks or skills in such a way that students can apply the tasks or skills in settings outside of school.
* Provide immediate feedback.

**INTELLECTUAL DISABILITY (ID)**

Intellectual Disability- formally known as Mental Retardation- is a term used when a person has certain limitations in mental functioning and in skills such as communicating, taking care of him or herself, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child. Children with intellectual disabilities may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They are likely to have trouble learning in school. They will learn, but it will take them longer. There may be some things they cannot learn.

General Teaching Strategies:

* Keep instructions concrete and use materials that are interesting and age-appropriate.
* Need instruction in concrete, sequential manner.
* Provide student with lots of practice opportunities.
* Demonstrate to student, just don’t tell.
* Present information and instruction in small, sequential steps and provide lots of practice opportunities.
* Allow student to be as independent as possible. Give lots of praise.
* Teach tasks or skills that the student will use frequently in such a way that students can apply the tasks or skills in settings outside of school.

**MULTIPLE DISABILITIES (MD)**

Students that have a combination of several disabilities, severe in nature, such as mental retardation, severe sensory (hearing or vision) disabilities, motor disabilities, emotional disabilities, chronic health conditions, and/or severe communication skills.

General Characteristics:

* Low cognitive ability.
* Often needs assistance in daily activities or tasks (eating, toileting, mobility).
* Difficulty following simple directions.
* Needs supervision **at all times.**
* Limitations in feeding, dressing, grooming, and/or toileting skills.

General Teaching Strategies:

* Goals primarily non-academic (life skills).
* Provide a consistent routine that allows for repetition and over learning.
* Break tasks in small steps and celebrate accomplishments.
* Respect each student’s dignity.
* Learn how each student communicates.

**ORTHOPEDIC IMPAIRED (OI)**

A severe physical impairment that causes difficulties in mobility, writing, and sitting; common physical disabilities are cerebral palsy and spinal bifida.

General Characteristics:

* Hard to control limbs.
* Involuntary movements.
* May need assistance with toileting, eating and general life skills.

General Teaching Strategies:

* Remove or accommodate barriers for student.
* Allow students to be as independent as possible.
* Speak to person on their level (sit down if they are in wheelchair).
* Arrange classrooms so that all students can access materials.

**SPEECH/LANGUAGE (SL)**

A communication disorder is an impairment of voice and/or language. Impairment of voice includes difficultly with articulation of speech sounds, and/or fluency. Language impairments are difficulties with understanding and/or expressing language.

General Characteristics:

* Delay in language concepts (sentence length, vocabulary).
* Hard for others to understand.

General Teaching Strategies:

* Model good speech and language at or slightly above student’s level.
* Don’t talk for student.
* Encourage student to communicate.
* Ask student to repeat if you did not understand.
* Be patient and give the student time to organize his or her thoughts before speaking.

**VISUAL IMPAIRMENT (VI)**

Vision impairment means that a person's eyesight cannot be corrected to a "normal" level.  It is a loss of vision that makes it hard or impossible to do daily tasks without specialized adaptations.  Vision impairment may be caused by a loss of visual acuity, where the eye does not see objects as clearly as usual.  It may also be caused by a loss of visual field, where the eye cannot see as wide an area as usual without moving the eyes or turning the head.

General Characteristics:

* May tire easily and have difficulty focusing on tasks.
* May need assistance in moving from place to place.
* Lack of visual communication skills (eye contact).
* Limited visual attention and lacks visual curiosity.

General Teaching Strategies:

* Don’t lead child if assisting in walking – let the student take hold of your arm.
* May need magnifying glass, large print books, or Braille.
* May need to reduce written assignments.
* Preferential seating.
* Hearing is most likely the primary source of communication.
* Arrange seating so student can hear other students as well as the teacher.
* Access the available large print computer in our building.
* Ask student to listen before you give instructions.
* Repeat instructions if needed.

**Other Health Impaired (OHI)**

Having limited strengths, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the education environment, that is due to chronic or acute health problems such as asthma, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and/or any health condition that adversely affects a child’s educational performance.

General Characteristics:

Characteristics will vary dependent on the student’s condition. It is essential to have an understanding of the health condition of the child and determine if the student is on a health plan. This plan is part of the IEP and outlines specific health services to be provided at school (i.e. medication, nursing services). Listed below are some health conditions commonly seen at school.

**Attention-Deficit/Hyperactivity Disorder (AD/HD)** A condition that affects between 3-7 percent of school age children and is characterized by developmentally inappropriate impulsivity, attention, and in some cases, hyperactivity. Until recent years, it was believed that children outgrew AD/HD in adolescence, however, it is now known that many symptoms continue into adulthood.

General Characteristics:

ADD predominately inattentive type:

* Fails to give close attention to details or makes careless mistakes.
* Has difficulty sustaining attention.
* Does not appear to listen.
* Struggles to follow through on instructions.
* Has difficulty with organization.
* Avoids or dislikes tasks requiring sustained mental effort.
* Loses things.
* Is easily distracted.
* Is forgetful in daily activities.

AD/HD inattentive & hyperactive-impulsive type**:**

* Fidgets with hands or feet or squirms in chair.
* Has difficulty remaining seated.
* Runs about or climbs excessively.
* Difficulty engaging in activities quietly.
* Acts as if driven by a motor.
* Talks excessively.
* Blurts out answers before questions have been completed.
* Difficulty waiting or taking turns.
* Interrupts or intrudes upon others.

General Teaching Strategies:

A student with ADHD can present unique challenges in the classroom. Inattention, hyperactivity, or impulsivity can be the source of frustration, but there are ways to assist students with ADHD to improve the educational experience.

* Work on the most difficult concepts early in the day.
* Keep directions short and simple.
* Vary the pace and type of activity to maximize the student’s attention.
* Structure the student’s environment to accommodate his or her special needs. For example, the student can be seated away from potentially distracting areas (such as doors, windows, and computers) or seated near another student who is working on a shared assignment.
* Use the student’s name when speaking to him/her.
* Highlight important information.
* Ask the student to look at you before stating directions.
* Praise the student for effort and attention.
* Break tests or a serious of directions down to a series of small steps.
* Use teacher approved fidgets. (stress balls, etc.)
* Take a walk in the hallway.
* Allow the student to stand to complete his or her work. ( if he or she chooses)

**Seizure Disorder**

According to the Epilepsy Foundation of America, epilepsy is a physical condition that occurs when there is a sudden, brief change in how the brain works. When brain cells are not working properly, a person's consciousness, movement or actions may be altered for a short time. These physical changes are called epileptic seizures. Epilepsy is therefore sometimes called a seizure disorder.

Some children can experience a seizure and not have epilepsy. For example, many young children have convulsions from fevers. These febrile convulsions are one type of seizure. Other types of seizures not classified as epilepsy include those caused by an imbalance of body fluids or chemicals or by alcohol or drug withdrawal. A single seizure does not mean that the person has epilepsy.

Some symptoms associated with a seizure disorder:

* "Blackouts" or periods of confused memory.
* Episodes of staring or unexplained periods of unresponsiveness.
* Involuntary movement of arms and legs.
* "Fainting spells" with incontinence or followed by excessive fatigue.
* Odd sounds, distorted perceptions, episodic feelings of fear that cannot be explained.
* There are different types of seizures which include generalized tonic-clonic (grand mal; convulsive; falling down and shaking), complex partial (psychomotor; walking around like the person is half asleep, doing things he/she won’t remember.

General Teaching Strategies:

Teaching strategies will vary given the level of the student. It is important to read the health plan for the student and know the steps for dealing with a seizure when it occurs at school and/or school activity. Generally, seizures are not harmful to the person who has them — while, in some rare instances, individuals may die as a result of having a seizure, the large majority of seizures will not result in any kind of lasting physical injury to the person with epilepsy. Basic first aid steps for a generalized tonic-clonic grand mal seizure include:

* Move objects away from the person, turning the person on his/her side, putting something soft (pillow, blanket, jacket) underneath the person’s head, and seek assistance from the school nurse.
* Do not put anything in a person’s mouth while he/she is having a seizure.
* A person having a seizure cannot swallow his/her tongue.
* A number of students, especially students that have had a grand mal seizure, may need to lie down and/or need fewer activities.
* Follow health plan, listed on IEP at a Glance.

**Traumatic Brain Injured (TBI)**

A traumatic brain injury (TBI) is an injury to the brain caused by the head being hit by something or shaken violently. This injury can change how the person acts, moves, and thinks. A traumatic brain injury can also change how a student learns and acts in school.

The term TBI is used for head injuries that can cause changes in one or more areas, such as: thinking and reasoning, understanding words, remembering things, paying attention, solving problems, thinking abstractly, talking, behaving, walking and other physical activities, seeing and/or hearing, and learning.

When children with TBI return to school, their educational and emotional needs are often very different than before the injury. Their disability has happened suddenly and traumatically. They can often remember how they were before the brain injury. This can bring on many emotional and social changes. The child's family, friends, and teachers also recall what the child was like before the injury.

General Teaching Strategies:

* Try to provide a learning environment with limited distractions.
* Give the student more time to finish schoolwork and tests.
* Give directions one step at a time. For tasks with many steps, it helps to give the student written directions.
* Show the student how to perform new tasks. Give examples to go with new ideas and concepts.
* Have consistent routines. This helps the student know what to expect. If the routine is going to change, let the student know ahead of time.
* Have clear expectations.
* Check to make sure that the student has actually learned the new skill. Give the student lots of opportunities to practice the new skill.
* Show the student how to use an assignment book and a daily schedule. This helps the student get organized.
* Realize that the student may get tired quickly. Let the student rest as needed.
* Reduce distractions.
* Keep in touch with the student's parents. Share information about how the student is doing at home and at school.
* Be flexible about expectations. Be patient. Maximize the student's chances for success.
* Provide immediate corrective feedback.
* Provide written instructions or visual reminders.

**Gifted**

Students who are gifted have extraordinary abilities in one or more areas. These students need advanced skills and assignments so that they are engaged and learning. Allow the students who are gifted the opportunities to be creative.

**ON YELLOW PAPER**

**Dragon Den/Inclusion**

 **Observation/Documentation Sheet**

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| **STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Class/Period:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Dragon Den Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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Please feel these out when students are demonstrating behaviors such as frequent absences, refusal to work, disrespect, etc. These are to be given to the student’s IEP provider.



This slip is to be completed for any student within your general education classroom that also has a Dragon Den period. The form is to be filled out with enough information that the teacher/para educator that is not in the class can provide assistant to the student. Please paper clip any additional information, copies, or answer keys to the slip. If the student does not complete the given assignment, fill out a Study Hall pass for the student to finish the assignment at a later time. If the student does complete the assignment, write “done”, initial the slip, and place the slip in the appropriate staff’s box.

**PITTSBURG HIGH SCHOOL**

**DRAGON DEN**

**MRS. LOPEZ, MRS. NEWBERRY, MRS. REED, OR MRS. STANLEY**

**COURSE SYLLABUS**

**COURSE DESCRIPTION:**

DRAGON DEN IS A SPECIAL EDUCATION RESOURCE CLASSROOM DESIGNED TO PROVIDE TUTORIAL SUPPORT AND CREDIT RECOVERY.

**INSTRUCTIONAL PHILOSOPHY:**

TO PROVIDE STUDENTS WITH THE EXTRA TIME AND TUTORIAL SUPPORT NEEDED TO FIND SUCCESS IN THEIR GENERAL EDUCATIONAL CLASSES AND TO PROVIDE SUPPORT WITH THE ONLINE PROGRAM FOR CREDIT RECOVERY

**MAJOR COURSE GOALS:**

1. TO UTILIZE TIME AND STAFF SUPPORT EFFECTIVELY
2. TO LEARN AND IMPROVE STUDY SKILLS
3. TO FACILITATE PROGRESS TOWARD GRADUATION

**PARTICIPATION AND ATTENDANCE:**

GRADES ARE IMPACTED BY ATTENDANCE AND PARTICIPATION. STUDENTS CAN EARN A TOTAL OF 10 POINTS EACH PERIOD WITH GOOD ATTENDANCE AND PARTICIPATION. STUDENTS WILL RECEIVE AN **E** FOR AN EXCUSED ABSENCE AND 0 POINTS FOR AN UNEXCUSED ABSENCE.

**CLASSROOM EXPECTATIONS:**

1. BE RESPECTFUL TOWARD OTHERS, SELF, AND CLASSROOM PROPERTY.
2. **BE PREPARED TO LEARN BY PARTICIPATING, FOLLOWING DIRECTIONS, AND COMING TO CLASS PREPARED**. DRAGON DEN IS AN ELECTIVE CREDIT TOWARDS GRADUATION REQUIREMENTS. STUDENTS WILL BE REQUIRED TO DEMONSTRATE STUDY SKILLS AND TIME MANAGEMENT IN ORDER TO MEET THE DEMANDS OF OTHER COURSES. STUDENTS ARE EXPECTED TO HAVE ASSIGNMENTS, ACTIVITIES, AND OTHER MATERIALS NEEDED WHEN THE ENTER THE CLASSROOM. WHEN STUDENTS DO NOT HAVE ANY HOMEWORK, THEY WILL DO A READING, WRITING, OR MATH ACTIVITY.
3. BE PUNCTUAL! GUIDELINES IN THE STUDENT HANDBOOK WILL BE FOLLOWED REGARDING TARDIES AND ABSENCES

1. ALL RULES AND GUIDELINES IN THE STUDENT HANDBOOK WILL BE FOLLOWED. IGNORANCE OF THE RULES WILL NOT EXCUSE STUDENTS FROM INAPPROPRIATE BEHAVIOR. **SLEEPING WILL NOT BE PERMITTED**. I-PODS, CELL PHONES, OR ELECTRONIC DEVICES OF ANY KIND ARE NOT PERMITTED. BACKPACKS ARE TO BE PUT IN AN AREA DESIGNATED BY THE TEACHER/PARAEDUCATOR IN CHARGE. NO FOOD OR DRINK IS ALLOWED EXCEPT BOTTLE WATER.
2. STUDENTS WILL HAVE ASSIGNED SEATS. STUDENTS ARE EXPECTED TO BE PRODUCTIVE DURING CLASS; VISITING IS NOT ACCEPTABLE BEHAVIOR.
3. STUDENTS WILL BE ASKED TO KEEP A LOG OF WORK COMPLETED DURING DRAGON DEN, INCLUDING PAGES READ IN THE READING/AR BOOK.
4. THE STUDENT WILL BE ABLE TO LEAVE THE ROOM AFTER SIGNING OUT SHEET ON THE DESIGNATED SIGN OUT SHEET. UPON RETURNING TO CLASS, PLEASE WRITE DOWN THE TIME RETURNED. STUDENTS ARE RESTRICTED TO THE NUMBER OF TIMES THEY MAY LEAVE THE CLASS, SO MAKE SURE TO USE THE RESTROOM, GET A DRINK, AND VISIT YOUR LOCKER **BEFORE** CLASS. SPENDING MORE THAN 10 MINUTES IN THE NURSE’S OFFICE THE STUDENT WILL BE COUNTED ABSENCE FROM CLASS.
5. AT THE BEGINNING OF EACH NINE WEEKS STUDENTS ARE GIVEN **3** PASSES TO BE USED IF HE/SHE NEEDS TO LEAVE DURING CLASS TIME TO USE THE RESTROOM, GET A DRINK, OR VISIT THE NURSE. ONCE THE 3 PASSES ARE USED, A TARDY WILL BE ISSUED FOR THE STUDENT IF HE/SHE CHOOSES TO LEAVE CLASS FOR ONE OF THE ABOVE MENTIONED LOCATIONS. THE TARDIES WILL BE RECORDED AND STUDENTS WILL RECEIVE THE CONSEQUENCES OUTLINED IN THE STUDENT HANDBOOK FOR TARDIES.
6. COMPUTER USE WILL BE MONITORED AND WILL BE USED FOR ASSIGNMENTS ONLY.

**SUPPLIES AND MATERIALS NEEDED:**

STUDENTS NEED TO COME TO CLASS PREPARED WITH PAPER, PEN/PENCIL, ASSIGNMENTS, NOTEBOOK, BOOKS, AND READING/AR BOOK.

**HOMEWORK POLICY AND GRADING SCALE:** THE GRADING SCALE IS AS FOLLOWS:

 A 100 – 90 D 69 – 60

 B 89 – 80 F 59 – 0

 C 79 – 70

HOMEWORK IS NOT ASSIGNED FOR DRAGON DEN.

**TIME AND PLACE TO BE REACHED BY PARENT:**

DEBRA LOPEZ TRACIE NEWBERRY

PITTSBURG HIGH SCHOOL PITTSBURG HIGH SCHOOL

(620)235-3200 ext 313 (620)235-3200 ext 327

dlopez@usd250.org tnewberry@usd250.org

8:00-3:30 WEEKDAYS 8:00-3:30 WEEKDAYS

CATHY REED JILLSTANLEY

PITTSBURG HIGH SCHOOL PITTSBURG HIGH SCHOOL

(620) 235-3200 (620) 235-3200

creed@usd250.org jstanley@usd250.org

8:00 TO 3:30 WEEKDAYS 8:00 TO 3:30 WEEKDAYS

**AFTER REVIEWING THE COURSE SYLLABUS, POINT SHEETS, AND STUDENT LOGS, I UNDERSTAND THE EXPECTATIONS FOR DRAGON DEN.**

**STUDENT SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_**



**Pittsburg High School Dragon Den Point Sheet**

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| **Date** | **SS-5PTS** | **SI-2PTS** | **M-2PTS** | **OT-1PT** | **Total- 10PTS** | **Comments** |
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SS- Study Skills SI- Student/Staff Interaction M-Materials OT-On Time





Fill out this form every time you are absent. This will help keep bookkeeping accurate. You will find them in a designated area by the para educator’s mailboxes. After you fill it out, please put it where your cooperating teacher has designated. This form will also remind teachers to notify general education teachers of your absence, if necessary.