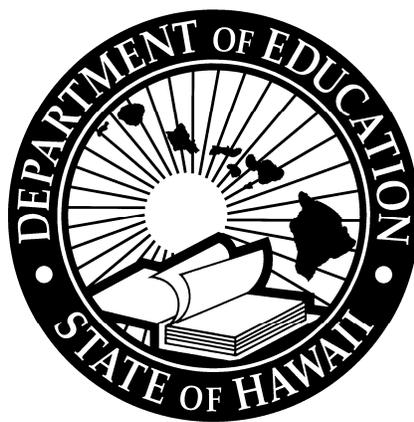


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# ParaEducator Training Program Workshops



**ParaEducator Training Program  
Workshops/In-service  
2017-2018**

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# Procedures for Scheduling Workshops

1. Administrator submits email request to OHR/Professional Development to Dale Asami, Personnel Specialist and Joy Okimoto, State Resource Teacher.
  - a. Request should include:
    - i. Workshop title:
    - ii. Preferred workshop dates (M/D/Y for each workshop meeting day)
    - iii. Preferred start and end time per workshop meeting day (Minimum 1.5 hrs per workshop meeting day. Total hours should equal Suggested Hours.
    - iv. Workshop location:
    - v. List names of participants (Legal names):
2. OHR/Professional Development Branch emails administrator to confirm the workshop request and logistics.
3. Administrator notifies participants of the workshop information (Start date, time, location, etc.).

Note:

- Due to limited resources, a **minimum of 10 participants** are required in order to schedule a workshop.
- Participants may be employed from other schools in order to meet the 10 participants required.
- Administrators may also be asked to assist in securing a classroom for the workshop.

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## **Training Offerings:**

### **Assisting a Co-Taught Classroom: Paraeducators**

Suggested Hours: 6  
(Content: Other)

Paraeducators will become familiar with various co-teaching arrangements, communication skills, roles and responsibilities as well as additional strategies for use in the classroom. In addition, there will be “make-it-take-it” activities to enhance assisting in co-taught classrooms.

\*\*\*Note: Joy Okimoto and Kevin Okazaki have completed a “Train of Trainers in Co-Teaching” training.

### **Classroom Strategies for Students With AD/HD**

Suggested Hours: 3  
(Content: Other)

This training provides information on the causes, symptoms, incidence and risk factors for students with attention deficits with or without hyperactivity. In addition, instructional strategies, school behavioral tips and behavior techniques will be addressed.

### **Computer Workshop**

Suggested Hours: 4

This training will be fashioned to meet the needs/requests of the school or section. Courses on Excel, Lotus Notes, and power point can be provided at the introduction, intermediate or advanced levels. Site must provide access to computers.

### **Collecting Student Behavior Data**

Suggested hours: 3

This training describes the purpose and explains the differences in behavior data collection methods. Data collection practice and handouts of various data collection record sheets will be provided.

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## **Effective Communication**

Suggested hours: 5

The objectives of this training are to develop an awareness of the differences in communication between cultures and generations. It also addresses the factors that affect communication, the different communication styles, the importance of effective listening and how to communicate effectively.

## **How to Work With Your ParaEducator**

*Targeted Audience: General and Special Education Teachers, TAVPs*

Suggested Hours: 2

The goal of this training is to provide helpful hints in developing a cohesive team approach between Teacher, ParaEducator and administration. Also addressed are roles and responsibilities of ParaEducators in the classroom.

## **Managing Stress for Educators**

Suggested Hours: 2

Participants will expand their awareness of emotional management skills through cognitive coaching. They will also be able to identify strategies to change potentially negative emotional reactions to situations.

## **Paraeducator's Substitute Folder**

Suggested Hours: 1.5

Participants will receive handouts on pertinent information to include in their substitute folder. Examples of the handouts are, forms ready for the paraeducator to complete, DOE and BOE policies, Universal Safety Precautions, etc. At the end of the inservice, the paraeducator will be able to assemble an informative folder complete with necessary information for their substitute.

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## **Paraeducator's Role in an Inclusive Classroom** **New!! Available September 2017**

Suggested Hours: 4-5

Pre-requisite: Assisting a Co-Taught Classroom: Paraeducators

This training serves as a refresher to “Assisting a Co-Taught Classroom: Paraeducators” and provides in-depth information on the paraeducator’s role in an inclusive classroom. In addition, activities and strategies are provided for use by the paraeducator in the classroom.

## **Playground Safety**

Suggested Hours: 2

This training provides an overview of the Health and Safety Policies of DOE and it also addresses standards relating to providing a safe environment on the playground. Students will become aware of their responsibility for the safety and well being of self and others.

## **Reading Comprehension Strategies**

Suggested Hours: 6

(Content: Language Arts)

This training is designed to provide instruction on reading comprehension strategies adapted from Kaylene Beers, When Kids Can't Read. The focus is on pre, during and after reading strategies with hands-on practice.

## **Roles and Responsibilities & Professionalism**

Suggested Hours: 3

This training focuses on the “professional” aspects of the Paraeducator’s position, roles, tasks and responsibilities.

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## **Strategies for Working with Difficult Students**

Suggested Hours: 6  
(Content: Special Education)

This training provides a systematic approach for individualizing behavior management efforts with a difficult student. The process begins with identifying *why* a student misbehaves and proceeds to developing strategies to use with the student to learn to choose appropriate behaviors.

## **Strategies for Learning Styles**

Suggested Hours: 4  
(Content: General)

This training provides participants with an awareness of student learning preferences and learning styles. Participants will make and participate in activities for instructional Strategies.

## **Teaching Strategies for Students With PDD**

Suggested Hours: 4  
(Content: Other)

This training will address the characteristics and background information on the diagnosis of individuals within the five Pervasive Development Disability (PDD) categories. In addition, strategies for classroom accommodations, environment, materials, activities and behavior will be discussed.

## **Teamwork = Team Building**

Suggested Hours: 5

This training is designed to help ParaEducators work effectively with school team members. They will also develop an awareness of factors (generation, culture, etc.) that influence personalities which may affect how they perform in a team.

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## **Vocabulary Instructional Strategies**

Suggested Hours: 6  
(Content: Language Arts)

Adapted from Kaylene Beers, When Kids Can't Read, this training provides vocabulary instruction concepts and strategies applicable to the classroom.

## **Working Effectively With Difficult, Defiant and Noncompliant Students**

Suggested Hours: 6  
(Content: Other)

Adapted from Dr. James Sutton, Working Effectively With Difficult, Defiant and Noncompliant Students and The Changing Behavior Handbook, paraeducators are provided with an overview of the common underlying causes of inappropriate behavior, the patterns of student misbehavior and intervention strategies for the misbehavior.



State of Hawaii  
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SY 2016-2017