

TATS Talks with Professionals

STAFF ROLES & RESPONSIBILITIES



Staff Collaboration in Early Childhood Classrooms

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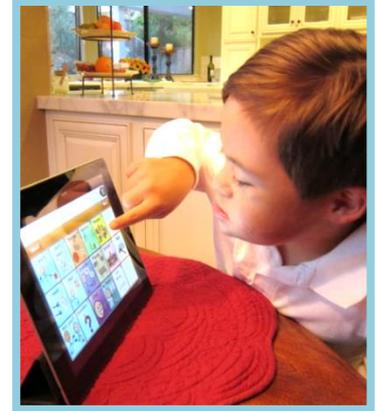
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Reflections and Discussion:

What are some classroom situations or routines that require increased adult assistance and involvement?



What traits do you consider important in a good partnership and collaboration?

Professionalism

A person with dark hair, wearing a red long-sleeved shirt, is seen from behind, writing the word 'Professionalism' in white chalk on a green chalkboard. The person's right arm is raised, with their hand on the letter 'm'. The chalkboard is the background for the entire scene.

Knowledge of students

Praises and encourages

*Good communicator
Good listener*

*Maintains
confidentiality*

*Respectful to
children, families
& co-workers*

*?? What is your
definition of
professionalism ??*



Defining Roles



What Can Make Hard to Define Roles?

- Sometimes we do the same things:
 - Implement Instruction
 - Oversee Activities
 - Observe and Take Data
 - Help with Self-care and Hygiene
 - Interact with Children
 - Talk
 - Play
 - Read
 - Assist
- We have children with a range of needs:
 - Some might require lots of help
 - Self-care
 - Behavior
 - Attention to activities
 - Playing, sharing, social skills
 - Communication

What Can Make it Easier to Define Roles?

- Collaborate to write job descriptions
- Coordinate schedules, breaks, lunch times
- Organize for success. Keep materials accessible and ready to use.
- Consider each others strengths and talents
- Post a schedule of routines and activities
- Share observations and data needs
- Develop plans for assisting each child
- Discuss children's goals and individual needs
- Strategies for independence
- Clarify ways to redirect and respond to behaviors

Roles of Teachers and Paraprofessionals

1. Instructional

Teacher's Role	Paraprofessional's Role
<ul style="list-style-type: none">*Determines appropriate objectives for groups and individual children*Develops and implements IEP goals*Plans weekly schedules, lessons, learning centers, and needed supports and accommodations*Teaches lessons to whole and small groups. Provides individualized instruction as needed*Administers assessments*Develops data collection tools and collects data for progress monitoring*Plans for and communicates expected roles and actions of para during activities	<ul style="list-style-type: none">*Follows schedule and implements plans designed by teacher*Implements lessons and IEP goals as directed by teacher*Provides direct, individual assistance to children so that they can participate as independently as possible*Administers informal assessments for progress monitoring as directed by teacher*Provides individualized assistance, follow-up, reinforcement as directed*Supports a child or small group during instruction

Roles of Teachers and Paraprofessionals

2. Behavior and Social Support

Teacher's Role	Paraprofessional's Role
<ul style="list-style-type: none">*Observes behaviors, plans and implements behavior plans, plans class-wide behavior system*Facilitates social interactions among children.*Plans and teaches social skills lessons and provides for practice of social skills*Develops tools and collects data on student behavior*Teaches and provides practice and visual supports for routines, transitions, and unique situations (such as fire drills)*Provides supports and clear expectations as well as specific feedback and rewards/praise	<ul style="list-style-type: none">*Implements and supports behavior plans and strategies under teacher direction*Facilitates social interactions among children*Follows up, reinforces, supports skills from social skills lessons*Collects data on classroom behavior as designated by the teacher*Supports children through the use of visuals and other strategies during routines and transitions*Provides feedback, praise, reinforcement, and consistent responses to behavior as directed by teacher

Roles of Teachers and Paraprofessionals

3. Communication

Teacher's Role	Paraprofessional's Role
<p>*Communicates with administrators, related service providers, general education teachers, paraprofessionals, and other staff regarding children's needs and progress</p> <p>*Communicates with parents regarding children's needs and progress</p>	<p>*Communicates with case manager and/or teacher regarding children's progress and needs.</p> <p>*Refers questions and/or input from staff and family members to the case manager, teacher.</p>

4. Self-care, Hygiene

Teacher's Role	Paraprofessional's Role
<p>*Provides assistance to children as needed to address mobility, positioning, self-care routines such as feeding, toileting, hygiene. Consult with therapists if needed</p> <p>*Records and posts information related to allergies, seizures, medical conditions and needs. Makes all staff aware</p>	<p>*Provides assistance to children as needed to address mobility, positioning, self-care routines such as feeding, toileting, hygiene following guidelines of the teacher and related service providers</p> <p>*Follows guidelines for medical needs as directed</p>

Roles of Teachers and Paraprofessionals

5. *Facilitating Language and Engagement*

Teacher's Role	Paraprofessional's Role
<ul style="list-style-type: none">*Plans and delivers activities and lessons and monitors children's engagement and participation. *Plans and provide opportunities for development of language and communication, such as making choices *Collaborates with service providers to address needs of children for AAC and strategies for communication *Facilitates communication and language development during routines and during play and learning activities *Plans and provides purposeful instruction and interaction during literacy activities	<ul style="list-style-type: none">*Supports children in groups and individually to assist them in participation and time on task. *Supports, prompts, and encourages children in development and use of language and communication during routines and activities as directed by teacher *Engages with children during play and learning activities playing with them, talking with them, and encouraging their communication *Reads to children, helps children interact with books and literacy as directed by teacher

Unexpected Events and Unique Situations



The descriptions of roles and responsibilities on the previous pages provide an overview and some suggestions for teamwork and professionalism in the classroom.

However, there will be times when there are questions about roles that are not clearly defined. Situations will occur during which staff will need to make the best decision possible at the moment.

!! If you are suspicious or worried about a situation or a person, remain calm but remember that the factor of primary concern for the children in your care is **SAFETY !!**

?? A child has a toileting accident and it's necessary that you assist him/her in changing and cleaning up. Even if you are in a hurry it is important to remember to use **Universal Precautions (gloves, bagging dirty items, handwashing)**.

“ “ It is your role to help a child who needs positioning into a special floor seater during circle time. He/she is uncomfortable and leaning about to fall over. If you have difficulty re-positioning the child you should **Ask for Help**.

?? A parent on the bus route noticed that a child has been absent and asks if he/she has been sick. You know she is only concerned but before you answer – remember the importance of **Student Confidentiality**.



Suggestions for Planning

Develop class, child, and adult schedules and/or zoning plans that outline who, what, where, and when.

- Divide the times in the schedule into short blocks of time that consider the developmental levels, ages, and attention spans of young children.
- Make sure that the segments cover IEP goals
- Create a schedule that provides a balance of activities for the children – physical movement, sitting, playing, listening
- Block out non-negotiable segments when adults are needed most in the classroom.
- Determine and mark times on the schedule when specific children need the most assistance (center play time for a student who wanders, hits, throws toys for example – snack time/lunch time for a child who needs help eating)
- Include segments when therapists are in the classroom or when children are out of the room for therapy.
- Coordinate to develop a schedule for the adults in the room that provides the support needed while respecting the needed work and break schedule of the adults.

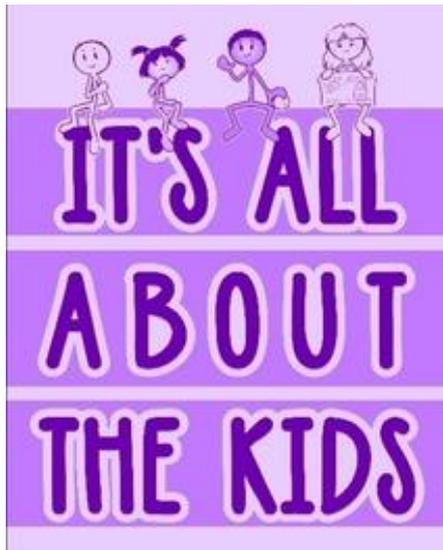


*We've figured out our roles.
We're making a plan.
Now, what could possibly go wrong?*

Reflect and Discuss:

- What types of events and situations could cause your plan and schedule to go awry?
- How could you solve the issues?

“Children are the Priority.
Change is the Reality.
Collaboration is the
Strategy.”



Key Words and Concepts:

Define Roles and Responsibilities

Communication

Safety First

Universal Precautions

Independence

Plan and Implement

Respect

Student Confidentiality

Collaborate

Professionalism



...a rose by any other name...

- Paraeducator
- Paraprofessional
- Teacher Assistant
- Teacher Aide
- Para

There are over 21 titles for "TAs"

What would you want your title to be?

