




**Annotated Bibliography of Teacher Assistant Resources
Including Resources Available on Loan in RI
Compiled by the RI Department of Education
June 2010**

Purpose of Listing: This Annotated Bibliography of Teacher Assistant Resources has been compiled by the RI Department of Education. It is not intended to be “all inclusive” of products reflecting effective practice or an official Department endorsement of any particular resources listed here. However, it is hoped that this information will assist school districts and other entities in providing professional development for Teacher Assistants and persons working with them. Many of these resources are available on loan through six “TA libraries” across RI. This list is updated as new resources are located and can be downloaded at www.ritap.org/ta.

Accessing These Resources: Resources are listed according to “Source”, that is, entity from which the resource can be purchased/obtained. In many cases, copies of resources have been purchased by the Department and made available on loan for review or use from the following “outlets”.

<p>West Bay Collaborative Karen G. Ostroff, Executive Director Teacher Assistants Contact: Karen G. Ostroff 141 Bignall Street Warwick, RI 02888 Phone: 941-8353 x 102; Fax: 941-8535 Email: kostroff@ride.ri.net</p>	<p>Northern RI Collaborative Julian E. MacDonnell, Jr., Executive Director Teacher Assistants Contact: Bob Wall 640 George Washington Highway, Suite 200 Lincoln, RI 02865 Phone: 658-5790 x225; Fax: 658-4012 Email: RWall@nric-ri.org</p>
<p>Southern RI Regional Collaborative Mike McKee, Executive Director Teacher Assistants Contact: Eleanor Razza 646 Camp Avenue North Kingstown, RI Phone: 295-2888 x 109; Fax: 295-3232 Email: erazza@sorico.org</p>	<p>East Bay Educational Collaborative Gerald J. Kowalczyk, Director Teacher Assistants Contact: Carolyn Aspinwall 317 Market Street Warren, RI 02885 Phone: 245-4998 x 303; Fax: 245-9332 Email: aspinwac@ride.ri.net</p>
<p>Rhode Island Technical Assistance Project (RITAP) At Rhode Island College 600 Mount Pleasant Ave. Providence, RI 02908 Phone: 456-8411; Fax: 456-8117 Email: Alexis.Moniz@ride.ri.gov or Barrie.Grossi@ride.ri.gov</p>	<p>CHILDSPAN 500 Prospect Street Pawtucket, RI 02860 Phone: 729-0765; Fax: 727-2810 Email: childspan@childspan.net</p>

Annotated Bibliography

 **SOURCE:** The following Training Modules were developed through RI Department of Education grants to support local school districts and other programs in training Teacher Assistants to work under the supervision of a classroom teacher with students:

- Who have speech/language impairments
- Who have English as a second language
- With behaviors that interfere with learning and/or relationships

MATERIALS LISTED BELOW FROM THIS SOURCE ARE ALL AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Training Module I for Teacher Assistants Working with Students with Speech/Language Impairments: Core Competencies - This is a module for a course of 5 weekly workshops of 3 hours each. It trains teacher assistants in competencies specified in RI Department of Education State Guidelines for Teacher Assistants Working under the Supervision of a Classroom Teacher with Students with Speech/Language Impairments. The 5 workshop topics are (a) speech/language development/ disorders, (b) roles and responsibilities of collaboration, (c) use of assistive technology/ positioning concerns, (d) strategies and modifications to enhance learning and (e) effects on social and academic performance. Weekly workshops include homework to give participants a chance to apply training to their settings.

Training Module II for Teacher Assistants Working with Students with Speech/Language Impairments: Articulation/Voice, Fluency and Multicultural Considerations - This is a module for 3 week course of 2 hours per week using a format of lecture and hands-on group discussion. The 3 workshop topics are: (a) Articulation/Voice, (b) Fluency and (c) Multicultural Considerations. Weekly workshops include homework assignments to be shared with the group. Video presentations are used and a speech manual is presented to each participant.

Training Module re: Teacher Assistants who work with students who have English as a second language - This resource, including printed materials and a CD-ROM, is available on loan and can also be downloaded from www.ritap.org/ta on the Resources webpage. It was developed through a RIDE grant by Nancy K. French, director of the PAR2A Center of the University of Colorado at Denver and nationally recognized expert on this topic. It trains TAs in competencies specified in RI State Guidelines for TAs Working Students who Have English as a Second Language. The module is an outstanding product with easy-to-follow scripts for the trainer with lecture notes and step-by-step activity instructions, handouts and overhead masters. The module is divided into 7 components. Some are appropriate for use with both teachers and TAs. Also, some components can be modified for use with any type of TA, not just TAs working with students who have English as a second language.

Module A – Roles and Responsibilities of Teachers and TAs in ESL Programs

- Differentiate between teachers' and TAs roles and responsibilities
- Recognize ethical and legal responsibilities of TAs
- Know major laws and court rulings that have helped shape education services for English language learners
- Develop an understanding for key terminology in working with students for whom English is the second language

Module B – Program Models

- Know and compare what types of programs are available to meet the needs of English language learners
- Recognize own school model/s and philosophy
- Understand state and local district policies regarding paraeducators working with students who have English as a second language
- Understand the distinctions in the role of teachers and paraeducators in ESL education

Module C – Culture in the Classroom

- Recognize the importance of culture and schooling
- Understand cultural differences that affect teaching and learning
- Develop an understanding of Natural Approach
- Understand Sheltered English
- Know how Sheltered English is organized and delivered

Module D – Lessons That Address the Needs of Students Learning English

- Interpret a variety of lesson plan formats for English Language Learners
- Identify areas of improvement in English Language Learners lesson plans
- Develop age and linguistically appropriate materials for English Language Learners
- Identify materials that promote appreciation for classroom diversity

Puzzle – Puzzle materials for use in an activity in the module

References – Module bibliography/resources for further readings

Reflection Journal – For trainees to complete relative to their learnings

Training Module re: Teacher Assistants who work with students with Behaviors that Interfere with Learning and/or Relationships – This is a module for a course of 4 sessions of 3 hours each. It was developed through a RIDE grant by the RI Youth Guidance Center. It trains teacher assistants in competencies specified in RI Department of Education State Guidelines for Teacher Assistants who work with students with Behaviors that Interfere with Learning and/or Relationships.



SOURCE: THE NATIONAL CENTER FOR PARAPROFESSIONALS IN EDUCATION AND RELATED SERVICES, UTAH STATE UNIVERSITY, 6526 OLD MAIN HILL, LOGAN, UT 84322-6526, 1/435/797-7272, MARILYN@NRCPARA.ORG. MATERIALS LISTED BELOW FROM THIS SOURCE ARE AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Core Curriculum and Training Program for Paraeducators - These competency based instructional materials are designed to prepare paraeducators to work with children and youth with disabilities and other special needs in inclusive education and community-based programs. The 4 sets of instructional modules prepare teacher assistants to work in: (1) Center and Home Visitor Programs for Infants and Young Children Ages Birth to Five with Disabilities; (2) Inclusive General and Special Education Programs Serving School-Age Students; (3) Transitional Services and Supported Employment Programs; and (4) Programs Serving Learners with Limited English Proficiency.

Improving the Performance of Paraeducators in the Workforce: A Technical Assistance Manual for Administrators and Staff Developers - This technical assistance manual addresses: integrating paraeducators into service delivery teams; paraeducators in differentiated staffing arrangements; management and supervision of paraeducators; and developing training programs and other infrastructures. It appends information on job descriptions and a model career ladder; ethical and legal responsibilities for paraeducators; evaluation procedures and instruments; paraeducator competencies; core curriculum for paraeducators; frontline management skills required by teachers; and references.

Strengthening and Supporting Teacher And Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation - Recommended practice developed by a national task force designed to provide guidelines and standards for increasing the productivity and effectiveness of teacher/teacher assistant teams. It provides guidelines and standards for increasing the productivity and effectiveness of teacher/teacher assistant instructional teams. It includes: (1) scopes of responsibility for teachers and teacher assistants in their roles on instructional teams; (2) performance skills and knowledge required by teacher assistants and by teachers as it relates to working with teacher assistants; and (3) information on credentialing; job descriptions; assessing the performance of instructional teams; infrastructures and policies to support instructional teams; and the role of higher education in teacher assistant preparation.

A Training Program to Prepare Teachers to Supervise and Work Effectively with Paraeducator Personnel - This training manual addresses: preparing teachers to be effective supervisors and classroom managers; the Instructional Team; management and supervision; communication and team building; integrating paraeducators into the team; evaluating and coaching; and planning for change. For each topic, background materials, training tips, exercises, handout masters, and transparencies are provided.



SOURCE: Educational Testing Service (ETS), Princeton, NJ. ETS publishes the ParaPro Assessment. The RI Board of Regents for Elementary and Secondary Education recognizes a passing score of 461 on the ParaPro Assessment as the State academic assessment. For more information on this assessment, visit www.ritap.org/ta or www.ets.org/parapro. A variety of free resources including a training module are available to support preparing people at www.ritap.org/ta.

Free Resources On-Line from ETS for Preparing for the ParaPro Assessment

- Test-At-A-Glance – This is a free 14-page mini-workbook on how to prepare for the test available at www.ets.org/parapro. It includes 15 sample questions with answers and explanations.
- Tutorial – www.ets.org/parapro includes a free tutorial that you can access to practice taking the test via computer prior to the actual testing day.

ETS ParaPro Assessment Study Guide - ETS sells an in-depth Study Guide that includes a 90-question practice test and various instructional materials. It can be used individually or with groups. This can be purchased for \$25 per guide at www.ets.org/store or 1-800-537-3161. There are group discounts. MATERIALS FROM THIS SOURCE ARE AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.



SOURCE: SPED, Dept. of Special Education and Rehabilitation, UTAH State University, 6522 Old Main Hill, Logan, UT 84322-6522, 1/877-722-3991, <http://www.trisped.org>.

Enhancing the Skills of Paraeducators - This video-assisted training program includes an instructor's manual and workbooks and videos organized into 5 units, each with 4 or 5 lessons. The target audience is entry-level paraeducators working in special and/or inclusive education classrooms for students with disabilities K-12. Topics include: behavior management, instructional methods, IEPs, inclusion, ethics, and skills for effective communication among members of the child's educational team. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT AND CHILDSPAN.

Colleagues in the Classroom - This is a print and video curriculum providing teachers with skills to supervise paraprofessionals effectively, to demonstrate leadership, to strengthen teams of classroom personnel and to build skills of team members. It includes 6 VHS tapes presenting about 1.5 hours of video exercises and a 220 page Instructor's Manual plus Trainee's Workbooks. The audience is teachers or teams of paraeducators and teachers. The topics include: Leadership, roles and responsibilities, communication skills, solving management problems, and more. THE PRINT MATERIALS ARE AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN. THE VIDEOS ARE AVAILABLE THROUGH CHILDSPAN.

Advancing Skills of Specialists in Employment Training - This is a comprehensive, competency based training program for entry level supported employment specialists, coaches and transition specialists who work with youth who have disabilities in community employment settings. It includes a manual for instructors, a workbook for specialists, and video material showing community jobs. It is designed to be consumer friendly and practical. It can be delivered in brief workshops, a series of intense instructional sessions, or college courses. It emphasizes advancement of practical skills with exercises for specialist to apply procedures in work settings. It is organized into 5 units addressing community integration, supported employment, job marketing and development, and job-based instructional procedures. THIS IS AVAILABLE ON LOAN THROUGH SOUTHERN RI COLLABORATIVE (SORICO).

Least Restrictive Behavioral Interventions - This training program includes various training resources such as videos, strategy explanations and checklists. Topics covered include Precision Commands, Structured Daily Schedules, Supervision and Home Notes.



SOURCE: National Education Association, 1201 16th Street, NW, Washington, DC 20036, UNLESS OTHERWISE NOTED, MATERIALS LISTED BELOW FROM THIS SOURCE ARE AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Appropriate Inclusion and Paraprofessionals: Changing Roles and Expectations. This booklet addresses the following issues: What are inclusive schools? What do paraprofessionals do in inclusive

schools? What skills do paraprofessionals need? What do paraprofessionals say they need? What are schools doing to support paraprofessionals? How can paraprofessionals get more support? It provides information on other NEA publications relating to inclusion and a sample survey for inclusive education paraprofessionals. AVAILABLE ON LOAN ONLY FROM RI TECHNICAL ASSISTANCE PROJECT (RITAP)

IDEA (Individuals with Disabilities Education Act) and Paraeducators: Frequently Asked

Questions About IDEA '97. Provided in a brochure format, this provides a quick, easy-to-read response to common IDEA/Paraeducator questions. AVAILABLE ON LOAN ALL OUTLETS

Let's Team Up! A Checklist for Paraeducators, Teachers and Principals - This booklet is designed in a checklist format to help staff understand their respective roles and responsibilities and better communicate with each other. Checklists can be used throughout the year and are particularly helpful for teams at the beginning of the school year. The booklet has 5 main sections:

1. Role of Paraeducators - helps TAs ask about school policies, working with supervisors, carrying out assigned tasks, assisting with curriculum and instruction, supporting student behavior, assisting students with special needs, professional development, and ethics and professionalism.
2. Role of Teachers - helps teachers and other certified or licensed staff orient TAs to the school and class, manage TA assignments, assign tasks/provide direction, discuss curriculum and student behavior, provide on-the-job training, and give useful feedback.
3. Role of Principals - helps administrators hire qualified TAs, create a professional and supportive climate, provide building and job orientation, support instructional teams, share school policies/procedures, and provide professional development.
4. A Winning Team - explains benefits of teaming, 10 characteristics of effective teams, orienting team members, and promoting and assessing team effectiveness.
5. Resources Section - contains information on books, videos, websites and related resources.

You can order this booklet from NEA at 1/800/229-4200 or www.nea.org/books (item # 2163-0-00-C4) for \$6.95 plus shipping (less for NEA members). AVAILABLE ON LOAN ALL OUTLETS

Paraeducators and the IDEA - This 11 minute video depicts the various roles which teacher assistants play related to the education of students with disabilities. This is a well-done video providing a number of topics to stimulate discussion. AVAILABLE ON LOAN ALL OUTLETS

Paraeducator Handbook - This 30 page handbook provides information and/or recommendations for these issues: paraeducator definition; benefits from the work of paraeducators; how paraeducators support NEA goals and values; professional development; laws and policies; collective bargaining; qualifications and preservice; basic competencies, skills, and knowledge training; registration, certification, and licensing; degrees - diploma and associate degree programs; teacher certification AVAILABLE ON LOAN ALL OUTLETS

Paraprofessionals in the Education Workforce – This booklet discusses paraprofessionals in the present and future. It addresses roles of paraprofessionals and teachers, defining what is a paraprofessional, duties for different levels for paraprofessional positions, training and career development, roles of institutions of higher education and credentialing procedures for paraprofessionals. Appendixes include samples from other states on these issues. AVAILABLE ON LOAN FROM CHILDSPAN ONLY.



OTHER RESOURCES: Several are available on loan.

Careers in Special Education and Related Services: Paraeducator. (Summer, 1997). National Clearinghouse for Professions in Special Education. 1-800-641-7824; e-mail: ncpse@cec.sped.org; URL: <http://www.cec.sped.org/ncpse.htm>. Provides a four (4) page summary of issues related to employment of paraeducators in special education and related services including: nature of work; education typically required in states, personal qualities; job outlook and advancement; a practitioner profile; how to prepare for a career; related careers; and resource information.

Color Me Successful. The Paraprofessional Connection, 1830 Bald Eagle Lane, Eagle River, WI 54521, 1/715/479-7374. This resource provides information that can be used to train teacher assistants or people who supervise them. Topics include: Expectations of Paraeducators, Desirable Paraeducator Attributes, Impact Students, Stay Student Oriented, Inclusion, Collaboration, Teamwork, Paraeducator Quality Performance, Paraeducator Wellness, Represent Your School, and Be Confidential.

Dover, W. Training Video Series for the Paraprofessional.

- Tape 1: Where do I start? (40 minutes VHS) Order #VTV1-SPR7.
 - Tape 2: Working with students in the inclusive classroom. (40 minutes VHS) Order #VTV2-SPR7.
 - Tape 3: Working with other adults in the inclusive classroom. (40 minutes VHS) Order #VTV3-SPR7.
- Order online at www.NPRinc.com or call 1-800-453-7461 or send to National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573 or FAX to 914-937-9327. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES.

Dover, W. (2000). ***The Classroom Teacher's Guide for Working with ParaEducators.*** Manhattan, Kansas: The MASTER Teacher, Inc., 1-800-669-9633. Chapters include: General information about paraeducators; Working with your paraeducator; Paraeducators and planning; and Evaluating and empowering the paraeducators. It provides useful information, sample forms and references. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Dover, W. (2001). ***The ParaEducator's Guide to Instructional and Curricular Modifications.*** Manhattan, Kansas: The MASTER Teacher, Inc., 1-800-669-9633. This manual addresses instructional and curricular modifications that the teacher assistant may be asked to implement under the direction and supervision of a teacher. Chapters include: Why we modify for some students; Modification basics; and Instructional modification tips. It provides useful information, sample forms and references. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Dover, W. (2002). ***The Personal Planner and Training Guide for the Paraprofessional.*** Manhattan, Kansas: The MASTER Teacher, Inc., 1-800-669-9633. This manual addresses teacher assistants working with students who have disabilities or who are gifted. Chapters include: Understanding Inclusion and Special Services; Working with Students (addressed by areas of Title I programs, English as a Second Language, At-Risk, and Special Education); and Working with Adults. It provides useful information, sample forms and references. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Effective Training at Work is a course that prepares individuals to support individuals related to community-based instruction. The course is on CD-ROM with printable workbook pages. It is distributed by Program Development Associates, P.O. Box 2038, Syracuse, NY 13220-2038, 1-800-543-2119 or 315-452-0643, info@disabilitytraining.com. For ordering instructions, go to <http://www.disabilitytraining.com> THIS IS AVAILABLE ON LOAN THROUGH SOUTHERN RI COLLABORATIVE (SORICO).

French, Nancy. (2002). ***Managing Paraeducators in Your School: How to Hire, Train and Supervise Non-Certified Staff.*** Corwin Press, 2455 Teller Road, Thousand Oaks, CA 91320, Phone: 1/800/818-7243, Fax: 1/800/417-2466, www.corwinpress.com. This book provides teachers and administrators with information and practical tools and strategies to recruit, manage and use paraeducators/teacher assistants. It includes worksheets to identify the needs and readiness of a school to employ paraeducators, providing a platform for team communication and personalized job descriptions. It has self-assessment and support checklists and guidelines for ensuring paraeducators are used in ways that most contribute to student achievement. It provides strategies for training paraeducators. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES.

Ghere, G., York-Barr, J., & Sommerness, J. (2002) ***Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development***. Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, S.E., Minneapolis, MN 55455. <http://ici.umn.edu/products>, Phone: 612-624-4512. Includes facilitator manual and paraprofessional handouts for duplication. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

IDEA Partnerships Paraprofessional Initiative: Report to the US Department of Education, Office of Special Education Programs (OSEP) provides recommendations generated by a national work group related to (1) Policy and Regulatory Procedures, (2) Roles and Responsibilities, (3) Preparation and Training, and (4) Supervision. This document is available in PDF format at www.ideapractices.org/para2.pdf and in Word format at www.ideapractices.org/para2.doc. Copies may also be ordered from the Council for Exceptional Children (CEC), 1110 North Glebe Road, Suite 300; Arlington, VA 22201-5704; 1/877-232-4332; TTY 866-915-5000.

Inclusion: The Next Step Notebook. Manhattan, Kansas: The MASTER Teacher, Inc., 1-800-669-9633. www.masterteacher.com. Item # 1749. Accommodating and modifying for students with special needs are ongoing processes that are constantly changing. The path differs not only from student to student to meet each one's unique needs, but also changes over time, based on the requirements of each student. This manual provides teachers with processes for sharing information and collaboratively solving problems with other teachers and teacher assistants related to inclusion.

- Building Consensus and Support
- Planning Accommodations
- Understanding Accommodations and the Options
- The Passport Documents--Student Information Profiles
- Collaborative Instructional and Programs Planning
- Delivering Support

Also includes useful forms such as:

- A checklist
- Student accommodation planner
- Working with students--modifications
- PassPORT documents
- Instructional Co-planning documents

THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Instructional Assistant Handbook. Baltimore County Instructional Assistants and Clerical Employees, Inc., 1/410/828-6403. They have developed a comprehensive program which includes this handbook, an agenda for an orientation day for new instructional assistants, and a 5 part training program re: teacher/instructional assistant communication, and a handbook entitled, "Answers to Questions Commonly Asked by Instructional Assistants and Clerical Employees". THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Kreidler, William. (1984) ***Creative Conflict Resolution***. School-Age NOTES, PO Box 40205, Nashville, TN 37204-0205, U.S. (800) 410-8780 or (615) 279-0700, FAX (615) 279-0800 - Over 20 conflict resolution techniques and more than 200 activities and cooperative games for keeping peace in the classroom. This resource shows you how to respond creatively and constructively to the everyday conflicts that occur in programs for ages 5-12. Learn how to teach children to cooperate and be their own peacemakers. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Morgan, J. and Ashbaker, B.Y. (2001) ***A Teacher's Guide to Working with Paraeducators and Other Classroom Aides***. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714. Phone: 800/933-2723 or 703/578-9600; Fax: 703/575-5400; Website: <http://shop.ascd.org> or email: member@ascd.org; ISBN: 0-87120-505-X; Stock Number: 100236S25.

This easy to read booklet addresses working with and supervising TAs including how to assign responsibilities, communicate, monitor quality of work, provide on-the-job training, and create a feedback loop. Authors give concise suggestions for implementing ideas in the classroom and provide fill-in-the-blank forms that outline self-directed steps for improving in select areas. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Ness, J., Gustafson, & Sullivan, D. (1999). ***Transition: The Role of the Paraprofessional***. (Facilitator Module and Student Module). Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, S.E., Minneapolis, MN 55455. <http://ici.umn.edu/products>, Phone: 612-624-4512. This module presents information on assisting individuals with disabilities in transition from school to adult life. Both a facilitator's edition and a student's edition are provided.

- Chapter 1 discusses transition and transition team.
- Chapter 2 provides information on interagency collaboration.
- Chapter 3 addresses roles and responsibilities of paraprofessionals.
- Chapter 4 presents effective communication and problem-solving strategies.
- Chapter 5 addresses student assessment and goal setting.
- Chapter 6 focuses on student and family involvement in transition planning.
- Chapter 7 explores transition to employment.
- Chapter 8 addresses choosing a home living arrangement and supporting students as they learn home living skills.
- Chapter 9 explores transition to post-secondary education.
- Chapters 10 and 11 discuss fostering community involvement and planning for recreation and leisure options.
- Five appendices provide information on the Individualized Education Plan, disability-related legislation, transition assessment, personal futures planning, and transition resources. Facilitator's edition offers learning activities and sheets to be used as transparencies.

THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Paraeducator Learning Network (PLN). Manhattan, Kansas: The MASTER Teacher, Inc., 1-800-669-9633. The PLN is an on-line staff development program for paraeducators. It is available 24 hours a day, 7 days a week using *any* Internet connection. This allows great flexibility as it can be accessed from school, home, community library, etc. The program has around 40 courses that are mini-lessons. Topics include those basic to paraeducator roles and responsibilities; instructional and behavior management strategies; supporting instruction in reading, writing and math; working with students with disabilities and who have English as a Second Language. Each course includes learning objectives, short readings, a 10-question multiple-choice assessment, and certificate of completion. The PLN is primarily designed for school district enrollments but arrangements can be negotiated with other types of agencies. The fee is based on the number of participating paraeducators/teacher assistants. For example, as of 2003, if 1 to 299 paraeducators/teacher assistants are employed, the annual enrollment fee is \$195.00. For this fee, up to 299 paraeducators may access any or ALL courses as many times as they wish throughout the year. The PLN maintains records for each participant on courses taken and date of completion – records available to both the participant and the district. The Council of Administrators of Special Education (CASE) of the Council for Exceptional Children (CEC) endorses this resource. This resource has the potential to be a very flexible and cost and time effective professional development tool. Interested persons can get more information and try out a sample “course” at www.paraeducator.net.

Paraeducator Mentor Program, Washington Education Association, 33434 Eighth Avenue, South, Federal Way, WV 98003-6397, 1/253/941-6700. This peer-mentoring program includes two products: one explaining how to set up such a program, another with resources for program implementation. The program is designed to provide job-embedded professional development to new paraeducators; increase paraeducator knowledge of instructional and behavioral strategies that promote student achievement; increase collaboration and job satisfaction; and maximize recruitment and retention of quality paraeducators. A single copy of these materials is available at no cost. THIS IS AVAILABLE ON LOAN

THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES AND THE RI TECHNICAL ASSISTANCE PROJECT (RITAP).

Para Package – 5 Books. Published by PCI Educational Publishing, P.O. Box 34270, San Antonio, TX 78265-4270. Call PCI Customer Service at 1-800-594-4263

Order through <http://store.pcieducation.com>, Product Code: CUR1814

This is a 5 Guide Series. Each guide has essential information for paraeducators.

1. **Essential Skills For Paras** - This 32-page book lays out the basics for new paras. Covers special education terms, lists effective methods, and more.
2. **The Positive Para** - This 27-page book explains how to demonstrate, reinforce, and coach positive social skills in students.
3. **Getting The Message Across** - 33-page book explores how to effectively work with colleagues and communicate with each other.
4. **Behavior Management Guide For Paras** - 60-page book helps paras deal with difficult student behaviors. Covers communicating expectations, using praise.
5. **A Dozen Tools For Paras** - 45-pages cover managing groups, communicating, and guiding study time.

THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

The Paraprofessional Connection. **My Para My Partner**. 1830 Bald Eagle Lane, Eagle River, WI 54521, 1/715/479-7374. This resource includes materials to support teachers in working with teacher assistants. Topics include: Communicate with Your Paraeducator, Build Your Paraeducator's Skills, Inspire Your Paraeducator, Promote Positiveness in Your Paraeducator, and Maintain Your Paraeducator's Effectiveness.

Pickett, A.L. and Gerlach, K. (eds.). (2003). **Supervising paraeducators in school settings: a team approach**. PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78757-6897, 1-512-451-3246, For ordering instructions, go to <http://www.proedinc.com> or 1-800-847-3202. This book is not only informative but also provides many activities for professional development and helpful forms for teaming, evaluation, planning, scheduling, etc. Chapters include: Paraeducators in School Settings: Framing the Issues; Team Roles in Instructional Settings; Team Roles in Therapy Services; Management of Paraeducators; Team Building: Communication and Problem Solving; Professional and Ethical Responsibilities of Team Members; Paraeducators in School Settings: Administrative Issues; and Paraeducators in School Settings: The Future. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Pickett, A.L., Gerlach, K., Morgan, R.L., Likins, M & Wallace, T. (2006) **Paraeducators in Schools: Strengthening the Education Team**. PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78757-6897, 1-512-451-3246, 1-800-897-3202. This new resource is intended to be a textbook for paraeducator training courses. It aligns with RI State Standards and Guidelines and includes content and various activities that can be used for both pre-service and in-service activities. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Quick Turn Around (QTA) - A Brief Analysis of a Critical Issues in Special Education (QTA): Paraeducators. (November 1998). Project FORUM at NASDSE (National Association of State Directors of Special Education), 1800 Diagonal Road, Suite 320, King Street Station, Alexandria, VA 22314, 1-703-519-3800. This five (5) page brief provides historical and legislative background on paraeducators in special education, an analysis of federally funded projects including a summary of project activities related to: recruitment of and outreach to paraeducators representing minority and diverse ethnic groups; staff development for paraeducators leading to certification or associate degree; in-service staff development for paraeducators not leading to certification or a degree; and preservice staff development not leading to certification or a degree.

Road to Rehabilitation Brochures published by the Brain Injury Association, 105 N. Alfred Street, Alexandria, VA 22314, Phone: (703) 236-6000, Fax: (703) 236-6001, www.biausa.org. This 8 brochure series includes information presented in an easy to read format applicable to teacher assistants and others who are interested in this topic. Brochure titles include:

1. Pathways to Comfort: Dealing with Pain and Brain Injury
2. Highways to Healing: Post-Traumatic Headaches and Brain Injury
3. Guideposts to Recognition: Cognition, Memory and Brain Injury
4. Navigating the Curves: Behavior Changes and Brain Injury
5. Crossing the Communications Bridge: Speech, Language and Brain Injury
6. Mapping the Way: Drug Therapy and Brain Injury
7. Traveling Toward Relief: Dealing with Spasticity and Brain Injury
8. Journey Toward Understanding: Concussion and Mild Brain Injury

THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Rush, K. (1999). **Early Childhood: The Role of the Paraprofessional**. (Facilitator Module and Student Module). Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, S.E., Minneapolis, MN 55455. <http://ici.umn.edu/products>, Phone: 612-624-4512. This module presents information on working as a teacher assistant in early childhood settings. Both a facilitator's edition and a student's edition are provided. THIS IS AVAILABLE ON LOAN THROUGH RITAP.

Shore, K. (2005). **The ABC's of Bullying Prevention for Paraprofessionals**. Port Chester, NY: Dude Publishing. This includes a booklet and DVD (27 minutes). Chapters include: (1) Bullying: An Overview; (2) Cyberbullying; (3) A Comprehensive Program to Prevent Bullying; (4) The Roles of the Administrator and Pupil Services Staff; (5) The Role of the Teacher; (6) The Role of the Paraprofessional/Teacher Aide; (7) The Role of the Parents; (8) Bullying: A Call to Action; and (9) Bullying Resources that list Printed Materials for Adults; Books for Children: Fiction; Books for Children: Non-Fiction; Videos; Web Sites and Organizations. Order #DABP1-SPR7. Order online at www.NPRinc.com or call 1-800-453-7461 or send to National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573. THIS IS AVAILABLE ON LOAN THROUGH NORTHERN RI COLLABORATIVE.

Sheets, D., Gold, E., Stenhjem, & Peterson, K. (2003) **My Future My Plan: A Transition Planning Resource for Life After High School – For Students with Disabilities and Their Families**. Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, S.E., Minneapolis, MN 55455. <http://ici.umn.edu/products>, Phone: 612-624-4512. Package is available in both English and Spanish and includes Student Workbook, Family/Teacher Guide; and Videotape/DVD with discussion guide. This resource was developed by the National Center on Secondary Education and Transition. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Standards for a Profession (1998). American Federation of Teachers, 555 New Jersey Ave., NW, Washington, DC 2001 (Item # 164b). This pamphlet provides recommendations for paraprofessional roles and responsibilities, basic skills, training, and advanced skills.

Strategies for Paraprofessionals Who Support Individuals with Disabilities. Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 1/612/624-4512. This curriculum provides both facilitator and student (paraprofessional) materials on these topics: (1) The Paraprofessional: An Introduction, (2) Providing Cross-Cultural Support, (3) Positive Behavior Strategies, (4) Early Childhood: Role of the Paraprofessional, and (5) Transition: Role of the Paraprofessional. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Substitute Paraeducator Guide. The Paraprofessional Connection, 1830 Bald Eagle Lane, Eagle River, WI 54521, 1/715/479-7374. This easy to follow guide includes ideas and sample forms that can be adapted to help substitute paraeducators in your district become familiar with issues such as (1) important information related to the specific substitute assignment, (2) important people, (3) daily schedule, (4) form

to evaluation substitute assignment, (5) sample job description, and (6) information related to substitute paraeducator growth. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Tenpas, Steve. ***Job Coaching Strategies***. This is a book and video distributed by Program Development Associates, P.O. Box 2038, Syracuse, NY 13220-2038, 1-800-543-2119 or 315-452-0643, info@disabilitytraining.com. For ordering instructions, go to <http://www.disabilitytraining.com> THIS IS AVAILABLE ON LOAN THROUGH SOUTHERN RI COLLABORATIVE (SORICO).

Twachtman-Cullen, D. (2000) ***How to Be a Para Pro: A Comprehensive Training Manual for Paraprofessionals***. Starfish Specialty Press, PO Box 799, Higganum, CT 06441-0799, Phone: 1/877/782-7347, Fax: 1/860/345-4471; email: info@starfishpress.com; www.starfishpress.com. This manual is divided into 2 parts. Part One is Autism Spectrum Disorders "101": A Short Course for People in the Trenches with Chapters related to Getting to Know Your Student including (1) The Autism Spectrum Disorders Continuum, (2) Atypicalities in Social Understanding and Expression, (3) Impairments in Communication and Language, (4) Restricted Repertoire of Interests and Activities; Problems with Imagination, (5) Abnormal Response to Sensation, (6) Theory of Mind; Information Processing; Executive Function, (7) High Functioning Autism or Asperger Syndrome: Does It Really Matter? Part Two is The "Art and Science" of Being a Para Pro with these chapters: (8) General Overview of Paraprofessional Support: A New Breed for a New Century, (9) You're in the Trenches Now: The "Science" of Being a Para Pro, (10) You're in the Trenches Now: The "Art" of Being a Para Pro, (11) Sample Supports and Accommodations for Students with Special Needs and (12) A "Wrap-Up" Potpourri: Melding Art with Science. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Wallace, Teri. (2003). ***The Paraprofessional's Guide to Assisting Classroom Instruction***. LRP Publications, Dept. 430, PO Box 24688, West Palm Beach, FL 33416-4668, Phone: 1/800/341-7874 x 275, email: custserve@lrp.com, www.lrp.com/store. This is a video and reproducible workbook to train paraeducators in their roles to enhance instructional support for educators and academic achievement for students. It helps paraprofessionals support student learning goals and objectives, work with teachers and others, understand effective instruction including their role, and implement teacher-developed data collection for monitoring student progress. It includes group activities, forms, and worksheets that review the video's key points and reinforce instructional concepts and techniques. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Wallace, Teri. (2003). ***The Teacher's Guide to Supporting and Supervising Paraprofessionals in the Classroom***. LRP Publications, Dept. 430, PO Box 24688, West Palm Beach, FL 33416-4668, Phone: 1/800/341-7874 x 275, email: custserve@lrp.com, www.lrp.com/store. This is a video and reproducible guidebook trains teachers in effective strategies for working with paraprofessionals. Topics include providing solid instructional support, communicating with paraprofessionals, team management, and modeling skills for paraprofessionals. It includes checklists, team activities for teachers and paraprofessionals and other helpful tools. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.

Wehman, P. & Targett, P.S. (eds.) ***Vocational Curriculum for Individuals with Special Needs: Transition from School to Adulthood***. Pro-ed, 8700 Shoal Creek Boulevard, Austin, TX 78757-6897, www.proedinc.com, 1-800-847-3202. THIS IS AVAILABLE ON LOAN THROUGH SOUTHERN RI COLLABORATIVE (SORICO).

Winebrenner, S. (2006). ***Teaching Kids with Learning Difficulties***. Minneapolis, MN: Free Spirit Publishing. Chapters: (1) Making All Students Welcome in Your Classroom; (2) Getting Everyone Involved in Learning; (3) Understanding Learning Difficulties and Intervening Effectively; (4) Matching Your Teaching to Your Students' Learning Style; (5) Teaching So All Students Can Learn; (6) Teaching

Reading: Stories; (7) Sounds, Vocabulary, and Spelling; (8) Teaching Writing; (9) Reaching and Learning in the Content Areas; (10) Improving Students' Success in Math; (11) Helping Students Get Organized and Learn Study Skills; (12) Assessing What Students Have Learned; (13) Teaching Students How to Behave Appropriately; and (14) Working with Parents as Partners in Their Child's Learning. This book provides much useful information in an easy to read format. It includes an extensive list of reproducible pages with activities and forms that you can use in your classroom. Although this book was written for "teachers", it contains information relevant to teacher assistants in many roles and activities appropriate for teacher assistants to carry out under the direction and supervision of a teacher. Order from the publisher at www.freespirit.com or 612-338-2068 or order through Council for Exceptional Children (CEC) (Item #S5188) at http://www.cec.sped.org/ScriptContent/Orders/index.cfm?section=CEC_Store or call 1-888-232-7733 or FAX to 703-264-9494.. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES.

Who are YOU Today? Staff Development Expectations and Essential Information for Substitute Teachers. The Paraprofessional Connection, 1830 Bald Eagle Lane, Eagle River, WI 54521, 1/715/479-7374. This easy to follow guide includes ideas and sample forms that can be adapted to help substitute teachers in your district become familiar with issues such as (1) Checklist of health and safety information, (2) Teacher's Checklist, (3) Daily Schedule, (4) Critical Incident Report, (5) "You Made My Day" form to provide feedback to the teacher for whom the person is substituting, and (6) "Feedback on My Assignment" form. THIS IS AVAILABLE ON LOAN THROUGH THE REGIONAL EDUCATIONAL COLLABORATIVES, THE RI TECHNICAL ASSISTANCE PROJECT (RITAP) AND CHILDSPAN.