

# *The Role of the Classroom Aide & Universal Design for Learning*

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# The Role of the Classroom Aide & UDL

**Learning Intention:** To identify how the classroom aide can effectively be utilized in the general and special education classroom, while maximizing the use of Universal Design for Learning.

**Criteria for Success:** You will be able to understand the basics of the IEP, how it is implemented in the classroom setting, and how the classroom aide can effectively and successfully assist with its implementation. You will also be able to demonstrate an understanding of the core principles of Universal Design for Learning.

# Special Education Aide Academy

June 3 – 5, 2019

- The Role of the Aide
- What is an IEP?
- Disabilities Overview
- Collaborative Academic Conversations
- PBIS
- Data Collection
- Behavior 101
- Curriculum Toolkit
- Autism Instructional and Behavior Strategies

A decorative graphic on the left side of the slide. It features a row of pencils at the bottom, with one yellow pencil standing taller than the others. Above the pencils, there are several overlapping geometric shapes: a dark grey triangle, a blue triangle, and a white triangle, all pointing towards the top right. The background is split into a dark grey/black area on the left and a light grey/white area on the right.

# ABC's of Special Education

# ABC's of Special Education Terminology

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**ABA** – Applied Behavioral Analysis – seeks to replace maladaptive behavior with appropriate behavior.

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**BIP** – Behavior Intervention Plan – a guide developed by the school psychologist to address maladaptive behaviors. Data collected through BIMAS.

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**BIMAS** – Behavior Intervention Monitoring Assessment System – BIP data is collected here.

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**AERIES** – Student Information System (attendance, records, demographics).

# ABC's of Special Education Terminology

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**AT** – Assistive Technology – a device used to help students access their curriculum.

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**AAC** – Alternative Augmentative Communication – communication system.

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**CPI** – Crisis Prevention Intervention – a District-adopted behavior de-escalation intervention.

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**UDL** – Universal Design for Learning

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**Thinking Maps** – graphic organizers

# ABC's of Special Education Terminology

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**Accommodation** – supports for students in class and during testing outlined on the IEP to help them access the curriculum.

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**Social Story** – a short story teaching important social lessons to students using the student as the main character.

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**IEP** – Individualized Education Program – special education goals and services for students.

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**TSNA** – Temporary Special Needs Assistant (1:1)

# ABC's of Special Education Terminology

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**OT** – Occupational Therapy – helping students with fine/gross motor, and sensory needs

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**APE** – Adapted Physical Education

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**Gestural Prompt** – pointing to an object

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**Verbal Prompt** – verbal direction

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**Physical Prompt** (partial or full) – hand over hand or moving the student in the direction of the object

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**Visual Prompt** – a picture cue

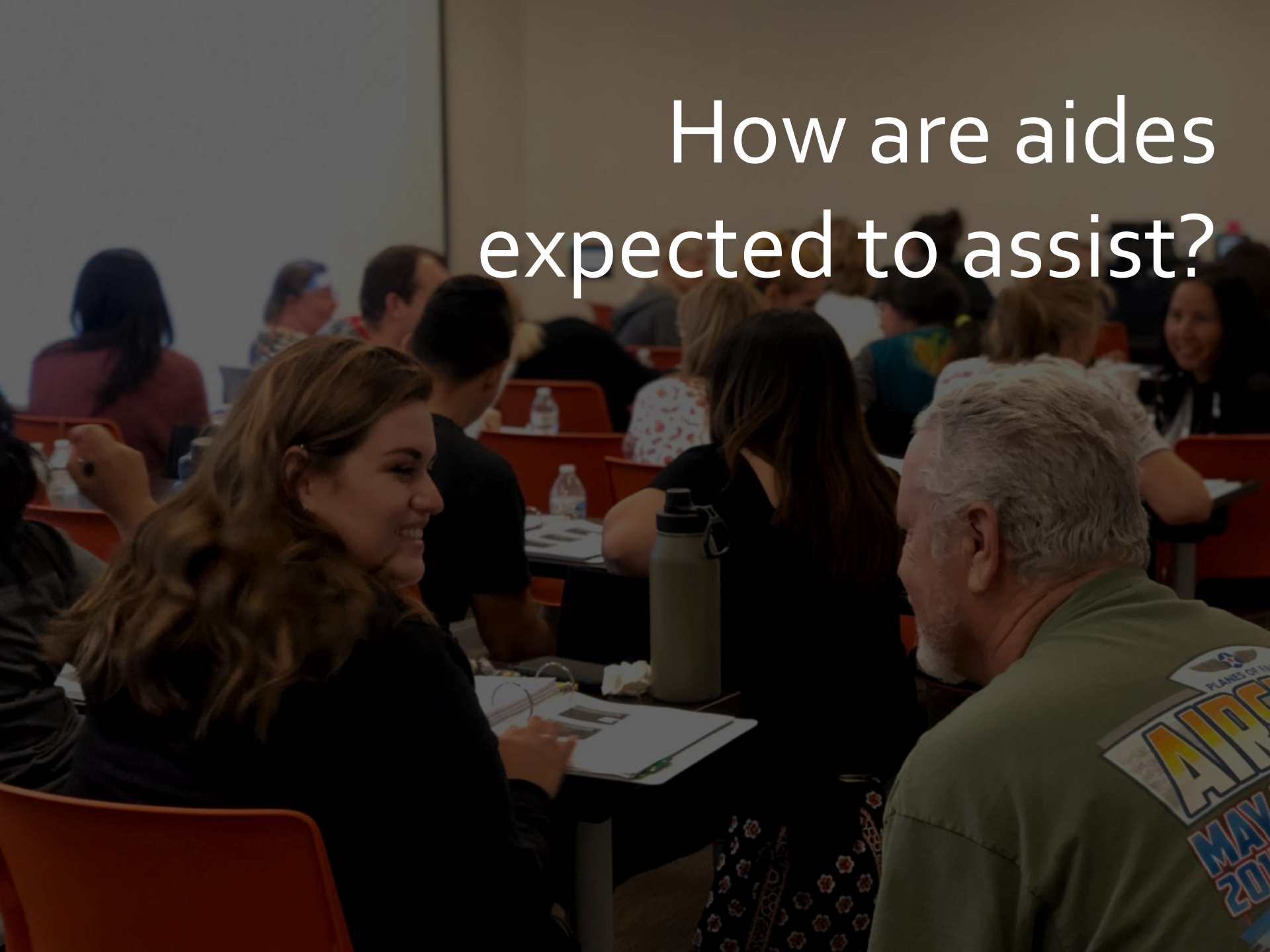
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*Discussion:*

How are aides  
currently utilized?

How are aides  
expected to assist?



# Expectations of the Aide

## Instructional Support

- Provide individual and whole group prompting/cues during direct instruction.
- Instruction reinforcement in small groups.
- Assist with organizing student learning experience.
- Collect student samples for progress monitoring.
- Curriculum-based knowledge support.
- Implement accommodations & modifications

## Behavioral Support

- Support positive learning environment - "First Best Relationship."
- Implementation of individual student BIP.
- Engage student behaviors prior to escalation ("Eyes and Ears").
- Communication with students.
- Monitor whole-class interactions during activities.



# IEP Goals and Data Collection

# Data Collection

## Academic Data Collection

- Academic data can inform IEPs:
  - Report cards
  - Academic Grading rubrics
  - Student work samples
  - Behavior data
- Academic data collection is ongoing and should be updated in the student progress monitoring folder for each IEP

## Behavior Data Collection

- BIMAS data is measured much like an IEP goal, however it is reported on daily or weekly in a computerized system of data tracking.
- BIMAS data tells us if students met their behavior goals.
- Reported in graph format (tally sheets, bar/line graphs)

# Data Tracking

## Create Your Own Bar Graph

You are going to gather information about (place, thing, kind of pet, etc.)

information by having the class vote. Record

### Tally Marks

information in your tally chart to construct a bar graph. Remember to give your graph a title and to

Name: \_\_\_\_\_

Tally Chart

Title

Choice 1	
Choice 2	
Choice 3	

Choice 1  
Bar Graph



Name: \_\_\_\_\_

Tally Chart

Title

Choice 1	
Choice 2	
Choice 3	

Choice 1  
Bar Graph





# Progress Monitoring Student Portfolios



# Progress Monitoring Student Portfolio

- Student's Face Page in AERIES
- IEP Goals SEIS
- IEP Accommodations
- Data Tracking Sheets
- Student Work Samples
- Assessment Results
- Behavior Graphs



Student Data





# Build a Positive Culture

- Develop a Relationship
- Take Time to Communicate
- Set Expectations – “What you permit, you promote.”
- Include Aides in Discussion/Decisions
- Use Common Language
- Ask for Input
- Provide Answers
- Address Concerns NOW



# Universal Design for Learning

Differentiating Instruction to be more Inclusive: The Role of the Instructional Aide

# UDL (Universal Design for Learning)

- What is UDL?
- A way to optimize teaching to effectively instruct a diverse group of learners.
- Based on insights from the science of how people learn.
- Flexible in how students access material, engage with it and show how they know.

# UDL's Three Core Principles

- **Representation-** *Provide information in more than one format- like audio, video , and hands on learning- to help students access material in ways best suited to their learning strategies.*
- **Action and Expression-** *Offer flexibility in how kids interact with the material to show what they have learned such as choosing to take a test, give an oral report, or do a group project.*
- **Engagement-** *Look for different ways to motivate students and sustain their interest, like letting them make choices and giving them assignments that feel relevant to their lives.*

# Examples of UDL in the Classroom

- Post Lesson Goals and expectations where students can see them.
- Learning Objectives should be written on the white board/ or easel so that students are aware of what they are working toward.
- Students may also write down in their notebooks.
- Teacher/ Instructional aide should refer to lesson goals during the lesson and summarize learning activity upon conclusion of activity.

# Assignment Options in UDL

- In a traditional classroom there may be one or two ways to demonstrate understanding such as a quiz or writing assignment.
- However in a UDL classroom there may be multiple options such as creating a pod cast, video, oral interview, drawing a comic strip, orally repeating so that you may scribe, or use speech to text application.
- Diversifying the method by which students can respond is the key. Providing access to the curriculum is what is most important.

# Flexible Work Spaces UDL

- Flexibility in the learning environment
- Flexible work spaces for students
- This may or may not be limited to the confines of the classroom
- Providing a calm, quiet, and engaging leaning environment
- Not all students respond to large classroom setting, some students may prefer to use ear buds while studying

# Regular Feedback UDL

- Frequent student feedback
- Praise for specific desired student behavior
- Upon the conclusion of the lesson, teacher/ staff will summarize learning activity, and remind student(s) of goals and learning objective
- When goals are not met, students are encouraged to think about what might have helped them achieve that goal so that they can work harder the next time
- As a teacher/ staff you are always looking to encourage and support/ not reprimand and point out short comings/ Positive Praise



# Digital and Audio Text UDL

- UDL recognizes that if students cannot access information they will not be able to learn it. In a UDL classroom variations of learning activities will be offered such as when a student is responsible for reading/ text to speech or audio book options may be available
- For digital text there may be color or contrast options, text enlargement, visual supports, etc.
- For videos that students are responsible for watching there may be captions or audio transcripts

# Instructional Strategies

- Conduct a small group of three to five students using a lesson designed by the teacher:
  - "Hooking" the students and relating the exercise to a real-world experience
  - Teaching small group by modeling, assisting, and independence
  - "I do, we do, you do" .....

# Instructional Strategies (continued)

- Provide “push-in” instructional support in a general education classroom
- Avoid singling “our” students out
- Provide whole class support when allowable
- Float about the classroom and look to support all students while continuing to focus on your caseload students

# Instructional Strategies (Continued)

- Support Students while teacher conducting whole class instruction:
  - Monitoring of students
  - Checking for understanding
  - Ask clarifying questions
  - Reinforcement of teacher led instruction

# Have Questions? Call Us!

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