

## Paraeducator Training Needs Assessment

Regarding the topics below, I need training  ( put ✓ in appropriate box)	Now	In The Future	Never
<b>Team Roles</b>			
Team communication and functioning			
Roles and responsibilities			
Ethical and legal responsibilities			
Adult communication			
Effective working relationships			
Conflict management			
Problem solving steps and processes			
Stress management			
<b>Instruction</b>			
Following lesson plans			
Implementing curricular adaptations			
Levels of support for students			
Getting the attention of students			
Maintaining active student participation			
Basic mathematical concepts			
Math computation skills			
Using public transportation systems with groups of students			
Math standards			
Creating instructional materials			
Helping students select reading material			
Make arrangements for field trips.			
Create forms for parental permission and fee collection			
Techniques for reading to and with students			
Facilitating reading comprehension			
Reading standards at the state and district level			
Written language skills			
Developmental process of written language			
Engaging students in organizing and producing written language			
Written language standards at the state and district level			
<b>Instructional Technology</b>			
Operate audio/visual equipment, copy machines, fax machines, computer			

Augmentative communication systems			
Recognize high and low tech speech devices			
Create low-tech communication devices			
<b>Behavior</b>			
Principles of behavior modification			
Functions of behavior			
Teaching rules, procedures and routines			
Data recording and reporting			
Principles of communication with students			
Management strategies for minor behavior problems			
Facilitating friendships among students			
Define behavior in terms that students can understand			
Direct instructional methods to teach behavior			
Contingency reinforcement			
Teach rules, routines and procedures for small or large groups			
Of students			
Behavior management techniques			
Antecedents, behaviors and consequences			
Logical and natural consequences that are positive and non-aversive			
Redirect, reframe and reinforce behaviors			
Purposes for data collection			
Use data recording forms			
Duration and frequency data			
<b>Special Education</b>			
Special education laws			
Legal rights of students with disabilities			
How students qualify for special education services and 504 plans			
Steps and processes of special education services			
Values and rationale for inclusion of students with disabilities			
Disability categories			
Needs of students with disabilities			
Distinguishing facts from myths about people with disabilities			
People first language			
Accessing information about disabilities, syndromes and medical conditions on the Internet			
<b>Human Growth And Development</b>			
Concepts of human learning			
Students at risk			
Typical language development			
<b>Health &amp; safety</b>			

Health, safety and emergency procedures and practices			
Maintaining physical health and safety of students			
Reporting child abuse, suicidal ideation or other illegal and/or dangerous behavior			
Health-related care in school settings			
Medically fragile children			
Role of the school nurse			
Delegation of health related procedures and the paraeducator role			
<b>Cultural Diversity</b>			
Identifying culturally-based habits and patterns			
Communication characteristics of English-speakers and non-English speakers			
Diversity in cultural heritages, life styles, and value systems			
<b>Personal growth &amp; development</b>			
Self-analyses of my own job-related skills			
Choosing appropriate training opportunities			
Self-evaluation methods			
Using constructive feedback and criticism from supervisors			
Plan for self-improvement			
<b>Student supervision</b>			
Lunchroom safety precautions and first aid specific to choking and aspiration			
Signals for getting students' attention in the lunchroom, playgrounds			
Eating procedures for students with special eating needs			
Natural supports for students with special needs			
Teaching pro-social lunchroom behavior			
Rules and instructional methods for typical playground games			
Safety precautions for children using playground equipment			
Teaching pro-social playground skills			
Principles of playground supervision			
Establish rules, routines and procedures for bus riding			
Maintain order on the bus			
Emergency safety procedures			
Bus operation procedures			
Mediate conflicts among students on the playground			
Playground peer mediation programs			
<b>Instructional Technology</b>			
Development of communication			
Assertive technology			
Adaptive equipment			
Computer use for instruction			

<b>Transition programs</b>			
Transitioning students to vocational/career training			
Employment/career training options and vocational programs			
Career planning			
Marketing and job development			
Job site analysis			
Self-determination for students			
<b>English Language Learners</b>			
Laws and court rulings regarding English language learners			
Education services for English language learners			
Working with students who are learning English as a second language			
Programs for English language learners			
Understand how cultural differences affect teaching and learning			
Helping newcomers adjust			
Second language acquisition			
Factors that influence language acquisition in schools			
Instructional methods used in Bilingual classes			
When to use L1 and when to use L2 in both ESL and Bilingual class settings			
Strategies and techniques used in sheltered English instruction			
<b>Reading Instruction Strategies</b>			
Strategies to help students gain phonemic awareness			
Systematic teaching of phonics skills			
Helping students use decoding skills			
Teach vocabulary using direct and indirect techniques			
Help students improve their reading comprehension			
Identifying fluent and non-fluent readers			
Calculate the relative difficulty of a reading passage			
Using speed drills to teach fluency			
Using phrase-cued instruction for fluency			
Using paired reading with students			
Using buddy reading with students			
Using choral reading techniques to improve fluency			
Using reader's theater to improve fluency			
<b>Math Instruction Strategies</b>			
Using concrete materials to help students recognize patterns			
Help students interpret data using tables and graphs			
Teach students basic patterns and algebraic concepts			

Help students use probability concepts			
Help students solve math problems			
Help students with place value / base-ten number system			
Help students understand concepts of math operations			
Help students solve story problems using basic operations			
Teach fractions and decimal concepts			
Help students demonstrate equivalent forms of numbers			
Help students compare numbers (i.e. Equal, greater than, less than)			
Help students recognize 2-D geometric shapes by their attributes (e.g. Quadrilateral, triangle, circle)			
Help students recognize 3-D geometric shapes by their attributes (cube, cylinder, cone, and pyramid)			
Help students with geometric relationships and spatial reasoning (e.g. Coordinate geometry, congruence, similarity)			
Help students identify angle types			
Help students differentiate the concepts of perimeter and area			
Help students understand factors and multiples			
Help students determine the reasonableness of their answers			
Help students understand addition, subtraction, multiplication and division of fractions			
Help students understand decimals and percents			
Help students solve story problems with fractions, decimals and percents			