Ribas Associates and Publications, Inc.

Certificate of Mastery Programs for Paraprofessionals and Assistant Teachers
by Ribas Associates

Program Purpose: The past 15 years school budgets have severely limited the ability of school districts to hire additional teachers, school clinicians, and administrators. As a result, the fastest growing group of educators in our schools has been, and continues to be, paraprofessionals and assistant teachers. These positions have increased by **1000% in 15 years.** Complicating this is the fact that these positions have the highest rate of turnover. And, they are the least professionally developed category of educators providing service to students negatively impacting student performance.

Well trained paraprofessionals (assistant teachers) have been also identified as one of the 14 key components to **learning recovery and acceleration** in a district. Research shows that the average middle class general education student will have lost between 4 and 6 months of learning. **Whereas, special education, 504, ELL, and low socio-economic status students will have lost between 8 and 12 months**. **Learning Recovery and Acceleration** will be difficult to achieve without **robust** training for paraprofessionals.

Ribas Associates has solved the training and turnover problem. **Training:** We have created Certificate of Mastery program for paraprofessionals and assistant teachers. The program is divided into 6 Ribas Associates Certificate of Mastery categories: *Special*

Education (15 hours), *English Language Learning* (15 hours), *Understanding the Differentiated Instruction Classroom* (15 hours)**, *Social-Emotional Learning Skills Instruction*** (14 hours) and a combined program that includes *Impact of Trauma and Students and Families…, Succeeding With Students and Families from Low Income Households* 15 PDPs), and *Identifying and Addressing Implicit Bias in Staff and Students and Addressing Dyslexia in our Schools*. The program descriptions can be found on pages 6-16 of this booklet.

Sustainability: As you read on you will see how we have solved the issue of high turnover by insuring sustainability of a trained work force.

Districts may choose one, two, three, or all six categories to begin the process of professionalizing this group of educators.

Districts have four options for providing this training.
1. **In-district trainer programs**. In these programs a Ribas Associates trainer teaches a group of district-assigned trainers to teach the programs. This provides **permanent capacity with-in the district with one initial investment**. The trainers are provided the activities, handouts, powerpoints, and videos. Districts who have their own synchronous or asynchronous software are able to run the programs live or online.
2. **Live programs** provided by Ribas Associates trainers.
3. **Synchronous online** (e.g. Zoom, Google Meet Up, Microsoft Teams) training by a Ribas Trainer that allows the participants to work together from any computer in their own school.
4. **Asynchronous online, self-paced programs** that allow participants to work on an individual schedule with start and finish date set by the district. This provides maximum flexibility for individual principals and directors (special education, ELL, Social-Emotional Learning) in their schools/departments.

Sustainability: Because of the large turnover in these positions, districts have a sustainability structure to train new hires by one of the following.
1. In-district trainers can provide induction programs for new hires using our power points videos and other materials.
2. Districts may enroll 1 or more participants to take the asynchronous program online **that we offer throughout the year.**
3. For districts who hire large numbers of paraprofessionals each year, and do not have in-district trainer capability, a Ribas Associates instructor can provide live, asynchronous, or synchronous online training for new hires.

All participants who complete a program receive a Ribas Associates Certificate of Mastery for each area completed.

Rigor and Assessment: Ribas Associates has developed two assessments that ensure the participants in the online synchronous and asynchronous program master the competencies before receiving certification.

1. Each online program has a multiple choice test that is broken into 10 questions for each module. The district gets to set the passing "grade" that demonstrates successful completion.
2. Each program requires job embedded implementation capstone projects for each module that demonstrate mastery of the content. These capstone projects are assessed by Ribas Associates trainers.

High Quality Instructors: All of our instructors have at least 20-years of experience in both teaching and administrative roles. Their biographies are available upon request.

Our Company Qualifications: Ribas Associates has been providing professional learning experiences live and online for 21 years. For the past 12 years we have been one of the leading providers of professional learning for paraprofessionals and assistant teachers.

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Table of Contents

Succeeding with Students with Special Needs A Certificate Program for Paraprofessionals and Assistant Teachers [1]

This 15-hour program may be completed live, asynchronous self-paced online or synchronous online. Those paraprofessionals and assistant teachers who complete this program will receive a Ribas Associates Assistant Teacher Certificate for Special Education Competency. Ribas Associates also has programs for Ribas Associates Assistant Teacher Certification Competency in English Language Learning and in Social-Emotional Learning.

For pricing, call or email Dr. Ribas at the phone or email noted at the top of the page. Interested participants may receive one graduate credit for an additional cost of $150.

Overview of Disabling Conditions in the Classroom

After this workshop, the participants will be able to:

- Identify the disability categories of students they serve
- Explain the difference between providing a modification and an accommodation
- Find the information in an IEP they need to service students
- Explain the importance of confidentiality
- Practice effective strategies for communicating with both general and special education teachers
- Practice the art of helping, while not overly assisting, a student with special needs (a.k.a. avoids learned helplessness).

This program also fulfills the state requirement for 15 Special Education PDPs/CEUs for educator license renewal.

Executive Function: Strategies for Teaching and Learning

The term "executive functioning" has become a buzzword in schools and elsewhere. Both general and special education assistant teachers (paraprofessionals) and family members, have long observed that many students have

difficulty with such things as planning, organization, maintaining attention, getting started on a task, remembering homework, and self-monitoring – all characteristics of executive functioning.

Executive functioning affects learning and performance in school and in life. Assistant teachers and paraprofessionals can support students with executive functioning difficulties by teaching and working with students on both general and task-specific strategies that they can use to develop the core skills needed to self-monitor and take control of their schoolwork and their daily lives.

This workshop explores ways to guide students and facilitate the development of self-management skills. In each area of executive function, we will learn strategies that can be used by a teacher, a paraprofessional, or a family member to support the student. In addition, we will discuss ways to teach students how to design and use their own self-management strategies.

Expected outcomes of the workshop:
- Recognize executive function difficulties in the classroom
- Identify strategies and skills for organizing and managing time, materials, work area, and homework
- Identify strategies and skills for organizing ideas and written work
- Identify ways to help with initiating a task
- Develop ways to teach students strategies to use independently

Working in Classrooms with Students with Neurological and Emotional Disorders

After this workshop, participants will be able to:
- Explain the various aspects of Autism Spectrum Disorder and what to expect when working with a student with this diagnosis
- Explain the various aspects of ADD and ADHD and what to expect when supporting students with this diagnosis
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom

Working with Students with Behavioral Issues

After this workshop, the participants will be able to implement the nine components of effective student management, including:
- Implementing individual contingency plans for students with behavioral issues
- Implementing classroom rules and routines that maximize the level of respectful, on-task behavior of all students
- Implementing a system of rewards and consequences for reinforcing respectful, on-task behavior with difficult students
- Obtaining the attention of students at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated
- Creating respectful student-educator and student-student relationships
- Using physical proximity and the physical design of the workspace to improve student behavior

- Developing student skills to work effectively in groups

Teaching and Reaching Your Students on the Autism Spectrum

Participants who take this program will be able to answer the following questions:
- Why is this diagnosis so prevalent? What is the latest research on early diagnosis?
- What do I need to know about working with learners with social pragmatic deficits?
- How do I help students with social deficits learn to understand body language and personal space?
- What does it mean to be tactile defensive?
- How do I structure my learning environment to make students with Autism Spectrum Disorder (ASD) more welcome?
- How to use differentiated instruction more effectively with students with ASD?
- What about the other students? What do they need to know?
- What is meant by "Explicit Instruction?"
- How do I capitalize on the learning strengths of children with ASD?
- What does it mean to "think in pictures?"
- Discussion of a variety of behavioral methods from ABA, to Floor Time to Life Experience and other methods recognized in the field.
- What are the post-secondary options for children with ASD? ─
  Yes, attending college is now an option for many!

Succeeding with English Language Learners: A Certificate Program for Paraprofessionals and Assistant Teachers[2]

Four modules that can be taught live, in a self-paced online, or live-online (e.g. Zoom, Google Teams, Go-To-Training)

This 15-hour program may be completed live, asynchronous self-paced online or synchronous online.. Those paraprofessionals and assistant teachers who complete this program will receive a Ribas Associates Assistant Teacher Certificate for ELL Competency. Ribas Associates also has programs for Ribas Associates Assistant Teacher Certificate of Mastery in Special Education and in Social-Emotional Learning.

For pricing call or email Dr. Ribas at the phone or email noted at the top of the page. Interested participants may receive 1 graduate credit for an additional $150.

ELL Module One: Overview of the English Language Learner Experience

While some educators have had the personal experience of learning a second language at some point in their lives, few have been called upon to actually develop proficiency, or even more challenging, to try to learn something new using only a language that is very new to them (second language proficiency). Acquiring English language proficiency (ELP) is the daunting task set before our English Language Learners. Moreover, research has shown that it takes considerably more time on task than we realize for an individual to gain true academic and conversational fluency in a second language. Tapping into the personal and professional experiences of the participants, this session provides an orientation to the challenges of students attempting to learn in a language that is new to them. While all learners must work to acquire new understanding and skills, second language speakers must also process the language in which the work is being done. Using video, simulation and active learning practices, participants in this session will explore unexpected ways in which children struggle, compensatory strategies they often employ in an effort to fit in, and initial ways in which teachers and administrators can begin to support these learners in their struggle.

After this session of the program, the participants will be able to:

- Empathize with the experience of non-English speakers as they are tasked with navigating a world where they do not fully comprehend the language.
- Identify ways in which non-English speaking students may mask a lack of comprehension.
- Identify strategies non-English speakers use to support their understanding and begin to plan with language objectives and strategies teachers use that support those efforts.
- Distinguish learners' stage of language acquisition from monolingual to complete bilingualism.
- Recognize components of the English language that can prove particularly problematic for non-native speakers and develop strategies through which educators can mitigate the negative impact of their own language choices on their ELL and FLEP students.

This program also fulfills the state requirement for 15 English Language Learning PDPs/CEUs for educator license renewal.

ELL Module Two: Questioning and Assessment for Non-English Speaking Students

Too often, educator questions and assessment tools measure something other than the goals for which they were intended. Even the simplest question, if not phrased carefully, can prove incomprehensible to a student who otherwise understands the material being discussed. This session focuses on the role of educator-language, practice and expectations and how these factors can impact second language learners in their classes. We will explore through the lens of non-English speakers the strategies and materials often used in the classroom. In the process, educators will be called upon to share their current learning goals, instructional practices and favorite tools in light of this new perspective.

After this session of the program, the participants will be able to:

- Rework assessment tools currently used in their practice to ensure that the language used, as well as supporting visual contexts, are best suited to evaluate the importing thinking and learning of non-English speaking students.
- Develop questioning strategies (such as extended wait time) and additional assessment tools that are crafted to be easily comprehended by non-English speaking students.
- Identify non-verbal cues, visuals, and tasks that can help ELL students better demonstrate what they know and are able to do.
- Develop ways to differentiate instruction for ELL students on the basis of formal and informal assessments.

ELL Module Three: Teacher Language and the Social-Emotional Domain

Considerable research has been devoted to the role that a student's emotional development, beliefs, and socialization play in ensuring academic success. In the case of ELL students, these social-emotional skills are impacted by language and culture.

In this session, the participants will be able to:

- Develop strategic approaches to encouraging ELL students as they acquire language skills, cultural competency in an unfamiliar environment, and academic knowledge and skills without diminishing the student's sense of confidence or personal competence.
- Identify areas of language that are predicated on a broader cultural knowledge, such as idiomatic speech, and develop strategies to either compensate for, or directly address those potential areas of confusion.
- Discuss ways in which different languages of origin can cause unique issues for individual students.

ELL Module Four: Special Education and English Language Learners

Far too often, educators confuse problems of language with deeper cognitive issues, referring students to Special Education when their issues are the result of a non-English speaking background. By the same token, students in any subgroup population (English speaking, ELL and Formerly ELL) can also struggle with learning difficulties. For the English speaking educator, distinguishing and applying the appropriate interventions for non-English speaking students can be a significant challenge.

In this session, the participants will be able to:

- Consider how to detect ELL students who may have Special Education or other non-ELL learning needs. The learn the steps to take to better determine whether the block to learning are second language acquisition or other learning needs.
- Identify several ways to differentiate practice in our instruction that can benefit both Special Education and General Education students.
- Understand assessment tools used by special educators when working with non-English speaking student.
- Consider the ways in which Special Education and referral of students can be viewed in different cultures.
- Plan strategies for working with the parents of students who may themselves struggle in a new culture and in a less than familiar language.

ELL Module Five: Where Culture and Language Intersect

Cultural differences - those easily identified by nationality or language and more significantly the subtle differences of family - compounding the learning challenges for ELL students. This final session continues the conversation as we focus on general issues differences in school readiness, school versus home norms and expectations, unexpected pitfalls of student cultural backgrounds, and ways in which language exacerbate those differences.

In this session, the participants will:

- Identify the many complex cultural profiles of students whose first language is not English, recognizing differences that often go unnoticed.
- Describe the concept of school readiness and parental expectations in different cultures and how these issues can inhibit or enhance student learning.
- Discuss ways in which gaps in background knowledge can impact learning and plan strategies that will help teachers compensate for those gaps.
- Identify strategies for vocabulary development in a variety of contexts, often the most noticeable area of weakness for students with limited background knowledge.

Understanding the Differentiated Instruction Classroom: A Certificate Program for Paraprofessionals and Assistant Teachers

Our self-paced, online programs enable educators to join the program at any point during the course window. You complete work at a rate and at times that best match your life's busy schedule. In addition to a certificate of completion, this workshop also provides all 15 ESE approved PDPs in Special Education required for Professional Re-Licensure.

Learning Objectives:
  After this workshop, participants will be able to:
- Identify, support and, when appropriate, apply the components of differentiated instruction (content, process, and product).
- Explain the research base that supports the positive impacts of differentiating instruction.
- Identify, support and, when appropriate, apply the components that create cognitive context for learning.
- Support differentiated instruction practices including UDL and social-emotional learning for all students, with emphasis on meeting the needs of students with special needs and English language learners.
- Develop the skills required to assist in managing a differentiated instruction classroom.
- Identify mastery objectives that consider learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty, and brain development.
- Support the implementation of measurable mastery objectives that reflect multiple levels of mastery and connect to specific curriculum content.

Module 1: Managing the Differentiated Instruction Classroom
Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- use or support the use of activators to show students how the content and the skills taught in lessons connect to their previous learning
- use or support the use of agendas to tell students what they will do during lessons
- use or support the use of mastery objectives and essential questions to create contexts that lead to deeper understanding and longer retention of independent facts as they appear in lessons
- create or support the creation of increased motivation and retention by explaining to students why the information and skills taught in lessons are relevant to them
- use or support the use of summarizers to increase student mastery and retention of the knowledge and skills taught in lessons

Module 2: Creating the Cognitive Context for Learning to Maximize Understanding and Retention

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- identify the nine components of effective classroom management
- support the consistent implementation of classroom rules and routines that maximize the level of respectful, on-task behavior
- support the consistent implementation of a system of positive behavior supports to reinforce respectful, on-task behavior
- obtain students' attention at the start of lessons, during transitions, after interruptions, and after student attention has wandered
- identify components of effective and respectful student-teacher and student-student relationships
- use physical proximity to help improve student behavior

Module 3: Mastery- (Standards-) Based Planning and Teaching

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Read, understand and support objectives that describes what the students will know and be able to do after the teaching is finished
- Read, understand and support objectives that can be really assessed to determine student mastery
- identify and/or support activities that maximize student mastery of the objectives
- identify and/or support formative and summative assessments that measure student mastery of the objectives

SEL IN THE CLASSROOM – A CERTIFICATE PROGRAM FOR PARAPROFESSIONALS AND ASSISTANT TEACHERS

4 MODULES THAT CAN BE TAUGHT LIVE, ONLINE, AND/OR THROUGH YOUR DISTRICT'S ZOOM, GOOGLE MEET, MICROSOFT TEAMS (OR SIMILAR MEETING SOFTWARE).

Those paraprofessionals and assistant teachers who complete this program will receive a Ribas Associates Assistant Teacher Certificate of Mastery in Social-Emotional Learning. Ribas Associates also has programs for Ribas Associates Assistant Teacher Certification Competency in Special Education and English Language Learning. Interested participants may receive 1 graduate credit for an additional $150.
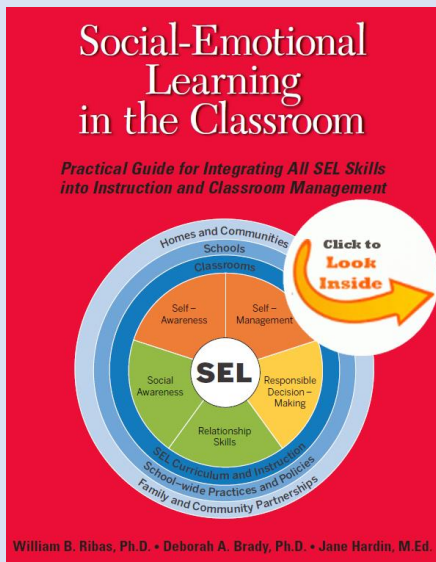
Based on the CASEL endorsed and nationally best-selling book *Social-Emotional Learning in the Classroom* (Ribas, Brady, and Hardin).

Each module takes about 3.5 hours to complete. The full program provides 15 PDPs/CEUs.

This program is designed to enable paraprofessionals and assistant teachers to easily modify their present student interactions to incorporate the development of all 38 social-emotional learning strategies into their classroom. The program explains how student management, group work, and questioning strategies these educators presently use can be **modified** to fully integrate all of the SEL skills.

The modules must be taken in order since each has invaluable information needed for the subsequent module.

For pricing call or email Dr. Ribas at the phone or email noted at the top of the page.

Learning Outcomes/Objectives

As a result of the learning experiences in this program, the participants will know and be able to do the competencies described in the following four modules:

Module 1: The Social-Emotional Areas and their Associated Skills of Successful People
- Explain the research on people's increased success in school and career when social-emotional (SEL) skills are improved
- Explain the five SEL Competencies and the ways in which the five competencies build the 38 habits of successful people (school, career, life)

- Describe the cycle of low motivation and implement strategies for reversing the cycle of low motivation
- Implement the power of "yet", growth mindset, and effective praise with students

Module 2: Student Management That Maximize Social Emotional Learning
- Build physically and emotionally, safe spaces through creative planning of student work spaces, desk and furniture arrangement, and use of proximity
- Develop a safe, academic community through the use of the five social emotional learning (SEL) competencies, accountable group and partner work, self-assessment and accountable talk
- Foster a safe, academic community through use of consistent SEL enhanced rules, routines and expectations
- Develop within students personal and group problem-solving skills

Module 3: Providing Rigorous and Engaging Learning that Integrates SEL Skill Development
- Engage students by using SEL enhanced strategies for obtaining, maintaining and regaining attention
- Provide students with rigorous, challenging, meaningful and worthwhile academic tasks that integrate SEL skills
- Teach the habits of successful people through self-assessment and goal-setting
- Explain restorative justice, mindfulness, characteristics of effective praise, SEL enhanced classroom management strategies, rewards, consequences and contingency plans

Module 4: Student Self-Assessment and Educator Assessment of SEL Skills Development
- Connect academic learning to social emotional learning skill development
- Create an engaging academic experience through engaging instructional strategies intertwined with SEL skills
- Use the Ribas Associates developed SEL skills protocols for student self-assessment, student work group self-assessment, and the complimentary teacher and paraprofessional student assessment protocols
- Understand how classroom meetings are a means of reinforcing the five SEL competencies
- Understand the components of classroom meetings that include the organizational components leading to success; blending SEL skills with academics and concrete examples of classroom meeting activities

Program 5: Impact of Trauma on Students and Families… and Part 2: Succeeding With Students and Families from Low Income Households This

15 hour program consists of 2 three hour and thirty minute modules and 2 four hour modules.

PART 1 Impact of Trauma on Students and Families This program will explore the ways in which students and educators are impacted by trauma. It includes traumas caused by the pandemic related actions, school and community shootings, war, verbal and physical abuse, gang violence, death of a loved one, bullying, racial or ethnic targeting (e.g. Islamaphobia, Asian Pacific Islander and recent immigrants), and other traumatic events in the lives of students and their families. Although many of us

have been educated on the impact of trauma on learning, we have not really grasped the long-term impact all these triggers may have on our students and ourselves.

Topics examined in this program
- Overview of the impact of all aspects of trauma on learning.
- What are observable signs that a student is dealing with trauma?
- The ways in which 'resilient' students may demonstrate more signs of trauma later in life with more serious outcomes.
- The ways in which the list of types of traumas above impact students and their families.
- The ways in which educators who are coping with their own traumatic can be supported by administrators, supervising teachers, and colleagues.

PART 2 Succeeding with Students and Families from Low Socio-Economic Households:
There is now a large body of research that shows students from low income families can achieve in school and career at the same levels as students from high income families. Many have learning gaps resulting from their home experiences when compared to their higher SES (socio-economic status) classmates. However, high quality instruction and overcoming unconscious bias (that often misplaces them on IEPs) results in eliminating the gap caused by family income status.

The program contains two modules. Each module takes approximately four hours to complete for a total of approximately 8 hours. The program is divided into the following 7 components.
Component 1: Connecting the curriculum to student lives, prior learning, future learning
Component 2: Interpersonal Relationships and Social-Emotional Learning
Component 3: Growth Mindset
Component 4: Differentiating Instruction
Component 5: Educator Enthusiasm
Component 6: Engaging Teaching: Effort and Relationships
Component 7: Parent/Guardian Involvement

Program 6: Identifying and Addressing Implicit Bias in Staff and Students and Addressing Dyslexia in our Schools **This 15 hour program consists of 4 three hour and thirty minute and four hour modules.**

Part 1: Implicit Bias In Our Schools **"Thoughts and feelings are implicit if we are unaware of them or mistaken about their nature. We have a bias when, rather than being *neutral (or an aversion to)* a person, or a group of people".** Perception Institute retrieved July 14, 2020 Achievement gaps for African-American and Latino students, recent attacks on Asian and Pacific Islander Americans, Muslims have re-awakened the country and the world to the problem of both conscious and unconscious (implicit) bias. As we are exploring these events in our society, we are becoming more aware of other groups who are actively experiencing bias in our communities and even in our schools. In addition to *Race*, other forms of implicit bias include: *Socio Economic Status, Culture, Special Needs, Gender, Religion (e.g. Islamophobia, Anti-Semitism) , LGBTQ, Non-Traditional Families, Recent African and Hispanic Immigrants*, and others (e.g. *Sizeism*)
By the conclusion of this two part course, participants will be able to :
1. Examine their own "brain hard wiring" related to the areas of bias noted above.
2. Define various types of implicit bias that exist in our schools.
3. Define implicit bias, confirmation bias, and other forms of bias.

4. Recognize implicit biases possessed by our students and ourselves as educators.
5. Implement strategies that begin to raise the awareness of implicit bias and change student and staff thinking and behavior.

Part 2 - "Addressing Dyslexia in our Schools"

"Dyslexia is considered the most common of all specific learning disabilities affecting 5-17% of children in the general population." Dyslexia can be largely characterized by difficulty learning to read despite adequate instruction and intelligence. Dyslexia is highly hereditary and individuals with a first degree relative with diagnosed or suspected dyslexia (i.e., biological parent or sibling) have a 50% chance of being diagnosed themselves. "A common understanding of dyslexia is essential."

Participants who take this workshop will be able to answer the following questions:
- What is the true definition of dyslexia?
- What is the prevalence of dyslexia as a category under a specific learning disability??
- How does dyslexia impact learning at the pre-K, elementary, middle, and high school level?
- Besides reading, what other curriculum areas might be impacted by a student who has this challenge?
- What are some practical strategies I may use in my instructional practice to support students with dyslexia?
- What are the common misconceptions and myths about Dyslexia?
- Who Screens for Dyslexia and how is that done?
- What are the social emotional challenges that may accompany this disability?