

Outline Of Essentials of Teaching Course

Overview

This project is aimed at providing professionals and paraprofessionals with specific skills for supporting adults and children with challenges of behavior and learning. Most of the training involves direct work with an individual or a small group that the participant supports in a home, work, school, and/or community setting. Each participant is assisted in developing and implementing a support plan for the individual(s) that they chose to focus on for the project. Participants are provided with periodic on-site support for the duration of the project. The training is spread over a five to eight month period which allows the participants to test, refine, synthesize, and retain the methodology taught. The project also involves group work wherein the participants gather at a central location to participate in sharing the current scope and sequence of their personal support project; assist other participants in problem solving; and learning more about varying aspects of behavioral support through mini-courses given by the project leader.

Training/Learning Process

Project participants are involved in a wide range of learning activities. While all participants will learn a common knowledge base and share in a similar experience, each participant is provided with personalized support that addresses their unique needs and style. This is a multi-element training experience. Each participant will:

- ◆ Receive periodic onsite coaching, modeling, and specific feedback from the project leader.
- ◆ Receive ongoing feedback via constructive analysis of videotaped teaching sessions.
- ◆ Practice using a variety of problem-solving and analysis tools.
- ◆ Be assisted in developing specific written teaching plans and objectives that pertain to their project.
- ◆ Develop and implement objective data collection tools.
- ◆ Learn to analyze and describe their teaching style.
- ◆ Learn to analyze and describe learning style(s).
- ◆ Will practice presenting their ideas to others via a multi-modal presentation.
- ◆ Learn how to support individuals with a wide range of differing needs and challenges.

Effective Teaching and Positive Behavior Support Strategies

Participants in this project will learn an eclectic approach for supporting individuals with challenges of behavior and learning. This approach is not simply a collection of ideas wherein the practitioner refrains from using punishing and aversive strategies, but rather it requires us to develop and embrace values, goals, and strategies that support the development of a mutually fair and valuing relationship with the individuals we teach.

Every approach to teaching and behavioral intervention/support is governed and structured by a set of values. Our values influence our vision, our goals, and our

strategies. Our values impact our lifestyle and the lifestyle of those we support. The aforementioned project will be centered on the recognition that people with disabilities and those who support them must receive value, respect, and dignity through their relationships. To work toward, achieve, and maintain these qualities in our relationships with our students/clients requires:

- ❖ An understanding of how to build person-to-person relationships
- ❖ Intelligent teaching based on observable facts
- ❖ Self Analysis/Examination
- ❖ Defining and understanding the person's needs, strengths, and style
- ❖ Personalized and timely communication and feedback to all involved in the change process
- ❖ The establishment of clear expectations, boundaries, and objectives

The primary thrust of this project is to equip the participants with the "hands on" skills that bring our values and goals to life. To accomplish this, the participants will learn:

- Specific non-aversive strategies for preventing and defusing distractive, disruptive, and destructive patterns of behavior;
- Specific goals and strategies that support the development of a mutually fair and valuing relationship with individuals who alienate themselves from others;
- Proactive strategies for facilitating, supporting and empowering meaningful forms of participation and interaction;
- To identify and avoid teaching postures and practices that facilitate and support challenging behavior; and
- To identify, select, and implement strategies that preclude the use of devaluing interventions.

About The Project Leader

Dan Hobbs is a special educator who travels extensively throughout the U.S., Canada, and Europe teaching parents, teachers, and human service professionals positive approaches to challenges of behavior and learning. He has worked in the field for over twenty-five years and is the brother of a person with severe disabilities. Dan has written and produced books, articles, and videotapes on the topic of Gentle Teaching, but has spent the majority of his time providing "hands on" training to practitioners in education and human services. He lives in Nebraska with his wife and five children.

Timelines and Time Commitment

The project will involve four sessions. Each session will involve a 1/2 day onsite visit and a 2 day group session. The sessions are conducted every 4-8 weeks. Each

participant will be required to spend at least 4 hours per week working directly with the individual(s) who is/are co-participating in the project. Participants will have "homework" to do in between each session. This work will take you 2-5 hours to do depending on how fast you work. Everything you do will relate to teaching the person you support. You will not do anything that has no current or future purpose. The following outlines the training itinerary:

Visit #1

- 1 1/2 Day Overview Workshop--Participants and any others you want to invite
- 1/2 day visit to each site to identify specific issues to be addressed, student(s) and staff who will be involved, initial objectives, and methods. A 20-30 minute baseline videotape will be taken during the first visit.
- 1 day gathering of all participants to share proposed project and refine plan.

Visit #2:

- 1/2 day site visits
- 1 day gathering of all participants--project sharing and Dan teaching

Visit #3:

- 1/2 day site visits
- 1 day gathering of all participants--project sharing and Dan teaching

Visit #4:

- 1/2 day site visits
- 1 day gathering of all participants--Project presentations