

Education and Skill Development for Education Assistants: Curriculum Framework

The Education and Skill Development for Education Assistants (EAs) work of SSEAC is designed to meet two main objectives: to support the professional development of education assistants working in the 21st century classroom and to develop, coordinate and provide relevant, systematic and sustainable professional development to education assistants across BC. To this end the enduring understandings and skills listed below are embedded in all the learning options.

Enduring Understandings

- all students are unique, have value, belong and can learn
- supporting the learning, participation and membership of students requires intentional practices
- evidence based practices inform current supports
- the work of supporting learning for students with disabilities is collaborative
- confidentiality and ethical practice apply to ones work
- ongoing learning and staying current are critical elements of ones work

Skills

- interpersonal communications
- teamwork
- context specifics (i.e.: elementary vs. secondary, content / curriculum specifics, transitions)
- thinking critically and flexibly
- being reflective

Each learning option has its own knowledge base. Following is a description of all the learning options and the specific learning outcomes developed for each option. These options are designed to introduce or enhance the knowledge and skills of EAs, and can be offered in any particular order. However, it is important to note that the options Foundations of Inclusive Education and Professional and Ethical Practice explicitly teach about the EA role and working in inclusive classrooms. They will give participants fundamental knowledge about supporting students in school settings. The other options provide knowledge and skills that are context specific and build from the fundamental knowledge introduced in the Foundations of Inclusive Education and Professional and Ethical Practice option

Learning Option	Learning Outcomes	Provider / Format	Delivery Cost
<p>Foundations of Inclusive Education (12 hours): This learning option will focus on the fundamental characteristics of inclusive education. Participants will examine components of inclusive classrooms and general best practices to support the participation and membership of students with disabilities in the regular classroom.</p>	<ul style="list-style-type: none"> • To describe the evolution of special education and its impact on the education of students with disabilities • To relate effective practices of the education assistant to inclusive education • To recognize the diverse needs of students in the regular classroom • To examine the effective practices and characteristics of inclusive education 	<p>District personnel; face to face instruction</p>	<p>\$600</p>
<p>Professional and Ethical Practice (9 hours): This learning option will focus on policies and guidelines that inform the practice and roles/responsibilities of EAs. They will examine working with teachers and key ethical considerations.</p>	<ul style="list-style-type: none"> • To understand legislation and policies in the field of special education and how these relate to the classroom • To recognize the implications of the EA role and responsibilities • To examine critical ethical issues related to the role of EAs 	<p>District personnel; face to face instruction</p>	<p>\$450</p>
<p>Supporting Learners with Fetal Alcohol Spectrum Disorder (FASD) 12 hours: This option will provide a foundation for increasing EAs understanding of FASD and its educational implications.</p>	<ul style="list-style-type: none"> • To explain the basics of FASD & the significance to educators • To describe primary & secondary disabilities of FASD and the individual strengths/needs of each learner • To demonstrate appropriate accommodations and their fit with specific learners • To explore resources related to the education of learners with FASD 	<p>POPFASD; online or face to face instruction</p>	<p>\$600</p>

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<p>Basic Sign Language (9 hours): This option is designed for EAs working with hearing students who benefit from signed communication. EAs will be introduced to signs for words typically useful in the school setting.</p>	<ul style="list-style-type: none"> • To understand signed communication as a means to build relationships and meet specific learning needs for students • To demonstrate the core vocabulary which supports the educational and social needs of students • To appreciate signed communication requires on-going practice and development to become proficient • To become aware of resources which will assist an EA to maintain and expand their signing vocabulary 	<p>District personnel; face to face instruction</p>	<p>\$450</p>
<p>Understanding Common Medical Issues (15 hours): This learning option provides essential health information that EAs require while working in schools. Participants will learn to apply their knowledge of common health issues, recognition and intervention techniques and personal injury prevention, back to the classroom.</p>	<ul style="list-style-type: none"> • To examine the principles of personal care support using a holistic and student centered approach • To differentiate between common health issues (i.e.: diabetes, allergies, epilepsy) and interventions for students • To relate physiological processes to the physical support needs of students requiring assistance • To perform safely using good body mechanics and back safe principles 	<p>District personnel; face to face instruction</p>	<p>\$750</p>

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<p>Introduction to Instructional Strategies (15 hours): This learning option will explore exemplary teaching and learning strategies for the classroom. Participants will develop an understanding of the model of differentiated instruction as well as adapted and modified curriculum principles.</p>	<ul style="list-style-type: none"> • To explore effective instructional strategies • To understand learning differences and learning styles as they relate to instructional strategies • To recognize the importance of strategies to enhance student learning • To define the differences between adapted and modified programs • To recognize the keys elements of an adapted or a modified activity 	<p>District personnel; face to face instruction</p>	<p>\$800</p> <p>includes DVD: How Difficult Can This Be (F.A.T. City)</p>
<p>Introduction to Autism Spectrum Disorders (30 hours): This learning option provides an overview of the characteristics of autism spectrum disorders. Participants will acquire knowledge and skills about evidence-based interventions to support students with ASD in the school setting.</p>	<ul style="list-style-type: none"> • To develop a basic understanding of how ASD is identified and assessed • To develop an understanding of how to interpret behaviour • To develop a support plan for students • To develop a range of strategies and instructional techniques to support the learning and emotional needs of students 	<p>POPARD; face to face instruction</p>	<p>\$4800 (pre set rate)</p>

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<p>Understanding Behaviour (24 hours): This learning option will describe the process and the major features of positive behaviour support plans. Participants will explore key intervention strategies. In addition, participants will discuss the role of the Education Assistant as a member on the interdisciplinary team.</p>	<ul style="list-style-type: none"> • To recognize the values, elements and outcomes of positive behaviour support • To explain the key components of the functional assessment process • To describe instructional practices to promote behavioral successes of students • To describe intervention strategies to promote behavioural success of students • To outline the roles and responsibilities an education assistant has in the development and implementation of positive behaviour support plans 	<p>District personnel; face-to face instruction</p>	<p>\$1200</p>
<p>Assistive Technology (24 hours): This learning option is designed to provide EAs with an overview of the field of assistive technology. Participants will develop an understanding of how to implement various technology solutions, and examine specific technologies when creating technology-enhanced activities.</p>	<ul style="list-style-type: none"> • To develop a general understanding of the field of assistive technology • To match assistive technology features to student need • To understand how assistive technology can be used to support teaching and learning needs • To utilize assistive software and access additional online resources to support their developing technology skills 	<p>SET BC; blended (online & face-to-face instruction)</p>	<p>\$1800</p>