Apprenticeship
Curriculum Standard

Educational Assistant

620E

2001

Educational Assistant Apprenticeship Pathway and bridging to Diploma procedure
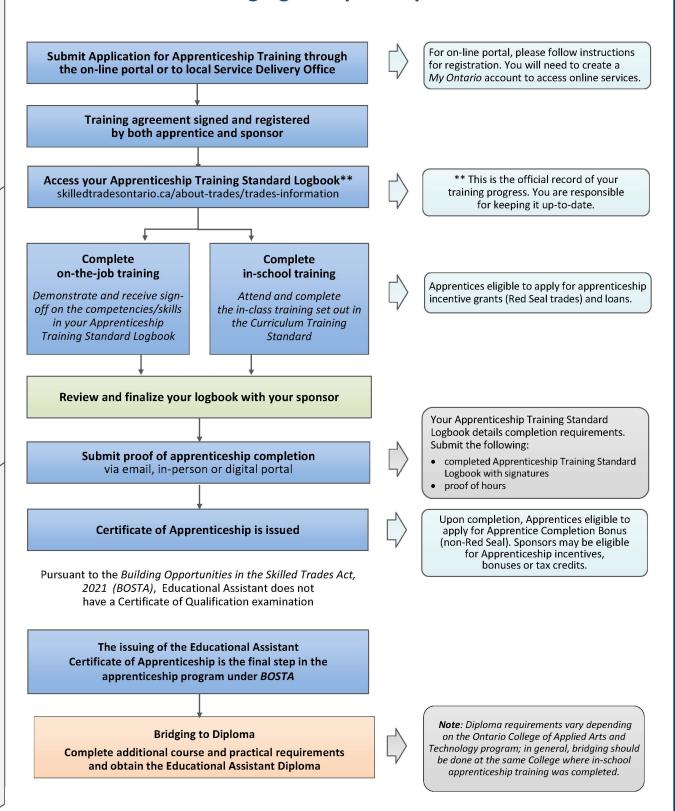
Phase 1: Registration

Submit Application for Apprenticeship Training through the on-line portal or to local Service Delivery Office

> For on-line portal, please follow instructions for registration. You will need to create a *My Ontario* account to access online services.

Training agreement signed and registered by both apprentice and sponsor

Access your Apprenticeship Training Standard Logbook**
skilledtradesontario.ca/about-trades/trades-information

> ** This is the official record of your training progress. You are responsible for keeping it up-to-date.

Phase 2: Apprenticeship

Complete on-the-job training

Demonstrate and receive sign-off on the competencies/skills in your Apprenticeship Training Standard Logbook

Complete in-school training

Attend and complete the in-class training set out in the Curriculum Training Standard

> Apprentices eligible to apply for apprenticeship incentive grants (Red Seal trades) and loans.

Review and finalize your logbook with your sponsor

Submit proof of apprenticeship completion
via email, in-person or digital portal

> Your Apprenticeship Training Standard Logbook details completion requirements. Submit the following:
> - completed Apprenticeship Training Standard Logbook with signatures
> - proof of hours

Certificate of Apprenticeship is issued

> Upon completion, Apprentices eligible to apply for Apprentice Completion Bonus (non-Red Seal). Sponsors may be eligible for Apprenticeship incentives, bonuses or tax credits.

Pursuant to the *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA),* Educational Assistant does not have a Certificate of Qualification examination

Phase 3: Diploma bridging procedures

The issuing of the Educational Assistant Certificate of Apprenticeship is the final step in the apprenticeship program under *BOSTA*

Bridging to Diploma

Complete additional course and practical requirements and obtain the Educational Assistant Diploma

> *Note: Diploma requirements vary depending on the Ontario College of Applied Arts and Technology program; in general, bridging should be done at the same College where in-school apprenticeship training was completed.*

Table of Contents

Please Note: This Standard has been revised to reflect the visual identity of Skilled Trades Ontario (STO) which replaced the Ontario College of Trades on January 1, 2022. The content of this Standard may refer to the former organization; however, all trade specific information or content remains relevant and accurate based on the original date of publishing.

Please refer to STO's website: **skilledtradesontario.ca** for the most accurate and up to date information. For information about BOSTA and its regulations, please visit ***Building Opportunities in the Skilled Trades Act, 2021* (BOSTA).**

Any updates to this publication are available on-line; to download this document in PDF format, please follow the link: Skilled Trades Ontario.ca.

Maintained with transfer to Skilled Trades Ontario 2001 (V100)

Preface

This curriculum standard for the Educational Assistant trade program is based upon the on-the-job performance objectives, located in the industry-approved training standard.

The curriculum is organized into 23 reportable subjects. The Reportable Subjects Summary chart (located on page 4) summarizes the training hours for each reportable subject.

The curriculum identifies the learning that takes place in-school. The in-school program focuses primarily on the theoretical knowledge and the essential skills required to support the performance objectives of the Apprenticeship Training Standards.

Employers/Sponsors are expected to extend the apprentice's knowledge and skills through practical training on a work site. Regular evaluations of the apprentice's knowledge and skills are conducted throughout training to verify that all apprentices have achieved the learning outcomes identified in the curriculum standard.

It is not the intent of the in-school curriculum to perfect on-the-job skills. The practical portion of the in-school program is used to reinforce theoretical knowledge. Skill training is provided on the job.

Please refer to Skilled Trades Ontario website (www.skilledtradesontario.ca) for the most accurate and up-to-date information about Skilled Trades Ontario. For information on *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)*) and its regulations, please visit Building Opportunities in the Skilled Trades Act, 2021, S.O. 2021, c. 28 - Bill 288 (ontario.ca)

Hours Disclaimer (if applicable)

It is agreed that Training Delivery Agents (TDAs) may need to make slight adjustments (with cause) according to particular apprentice needs and may deviate from the unit sequencing and the prescribed practical and theoretical hours shown within the standard. However, all TDAs will comply with the hours at the reportable subject level.

Suggested Equipment for Training Delivery Agencies

Personal and Safety Equipment: Personal protective equipment is at the discretion of the TDA who must conform to Ontario Provincial Health and Safety Regulations.

Introduction

The design of the Curriculum Standard facilitates cross-referencing between in-school learning outcomes and related workplace performance objectives as defined in the Training Standard for the occupation. Apprentices, therefore, are expected to complete the learning associated with these objectives by applying the prescribed in-school knowledge to the required practical experiences in the work setting.

Innovation and the use of complex equipment and techniques in occupations are resulting in increasing demands for qualified personnel who are not only skilled in the practical aspects of the craft, but who also have a sound theoretical knowledge.

The objectives of the curriculum standard, therefore, are to provide a basis for:

1. Sound theoretical training to meet the challenges presented by innovation and increasingly complex tasks and equipment within the work environment.
2. Reinforcement of fundamental proficiency in the occupation through the practice of work skills as identified in specific Learning Outcomes.
3. Development of high standards of craftsmanship and problem-solving skills.
4. Development of a desirable work attitude and a keen sense of responsibility, particularly concerning public and personal safety.

To assure maximum consistency in delivery, a time allocation has been included for each reportable subject, along with a theoretical and practical breakdown of the Learning Content.

While setting out content requirements as prescribed in the Acts and Regulations for the trades, the curriculum standard has been designed to give the instructor every reasonable opportunity for flexibility and innovation in curriculum development, lesson planning and delivery.

In all practical learning activities, the apprentices will abide by the *Occupational Health and Safety Act* and all other regulations and policies relating to safety, particularly the use of personal protective equipment.

Our Exceptionalities Focus and Foundation Skills Approach

Given that most Educational Assistants today spend much of their time assisting students with exceptionalities, this curriculum is focused on assisting students with special needs (although it is useful for assisting any student). Whether the subject is Educational Foundations, Computers in the Classroom or Classroom Skills, the understanding and education of students with exceptionalities will be of primary concern.

Structuring all Reportable Subjects on separate exceptionalities would lead to overlap and redundancy. For example, many students with exceptionalities will present with behavioural challenges for themselves and others. It is not necessary or efficient to repeat the same information in each Reportable Subject. Consequently, this curriculum takes a "Foundation Skills Approach" wherein basic or foundation skills, such as behaviour management or learning styles, will first be dealt with generically so that apprentices have the primary skills needed to assist most students (e.g. in students developing self-discipline). Then, when specific exceptionalities are discussed, the foundation skills already learned will be extended and applied to these students. In this approach, apprentices come to the study of exceptionalities with a background that allows them to expand their knowledge and skills further, in less total time. For example, when apprentices start to study the specific needs of students with autism, they already have a good knowledge of behaviour management from Subjects 9, 11, 17 and 18 and additional material in other Reportable Subjects (e.g. Subject 2). They can also tie their study in with other aspects of communications. It is important, therefore, to recognize that the amount of time listed for a subject about a particular exceptionality must be seen in light of the time already spent on valuable, related topics.

Evaluation and Grading
In order for the apprentice to be successful in this program, each Reportable Subject or unit must be completed with a minimum grade of 60%. Recommendations regarding evaluation are given with each Reportable Subject.

Options
The instructional/delivery strategies, evaluation approaches and references/bibliography are suggestions which TDAs may or may not adopt. Each subject/unit evaluation should include a minimum of three types of evaluation (e.g. class mark, assignment, final test).

MLITSD Funding/Support
MLITSD supports apprenticeship training through funding/support for the TDA Instructor's time for theory, seminar and practicum supervision hours. It does not include non-TDA-supervised practicum or experience hours, as these are supported by the local educational agency/board.

Implementation
January 2002

Program Summary of Reportable Subjects

The following is a guideline for delivery agencies to adhere to in the scheduling and reporting of the program whether it be a block or day release, night school, distance education, or alternate delivery method.

Number	Reportable Subjects	Hours Total	Hours Theory	Hours Practical
1.	Working Safely: Standard First Aid	21	21	0
2.	Working Safely: Safe Care of Self and Others	18	181	0
3.	Introductory Psychology	39	39	0
4.	Educational Foundations: The Educational Milieu	21	211	0
5.	Educational Foundations: Roles, Responsibilities and Teamwork	6	6	0
6.	Educational Foundations: How Children Develop and Learn	12	12	0
7.	Orientation to Schools and the Assistant Role: Orientation Practicum I *	99	9	90
8.	Orientation to Schools and the Assistant Role: Orientation Practicum II*	99	9	90
9.	Personal and Interpersonal Skills: Positive Personal Dynamics	12	12	0
10.	Personal and Interpersonal Skills: Analyses and Solutions	9	9	0
11.	Personal and Interpersonal Skills: Behaviour Management	18	181	0
12.	Developmental Psychology	39	39	0
13.	Computers in the Classroom	39	39	0
14.	Classroom Skills: Language Arts	18	18	0
15.	Classroom Skills: Mathematics and Other Curriculum	12	12	0
16.	Classroom Skills: Concrete Materials and Technology	9	9	0
17.	Exceptionalities I: Introduction to Exceptionalities	15	15	0
18.	Exceptionalities I: Behaviourally and Emotionally Challenged	24	241	0
19.	Exceptionalities II: Communications	39	391	0
20.	The Educational Assistant Role: Practicum*	264	24	240
21.	Exceptionalities III: Intellectually Challenged	9	9	0
22.	Exceptionalities III: Physically Challenged	21	21	0
23.	Exceptionalities III: Multiply Challenged	9	9	0
	Total	**852**	**432****	**420**

* MTCU will provide funding support for the orientation sessions of the Practicum time as listed in Column "Hours Theory".

** Total hours supported by MTCU funding.

[1] Includes 3 hours of in-class Individual/Group Work.

Number:	1
Title:	**Working Safely: Standard First Aid (including CPR-C)**
Duration:	Total Hours: 21 Theory: 21 Practical: 0
Prerequisites:	None
Co-requisites:	None

Cross Reference to Learning Outcomes: U5843, U5845, U5846, U5847

Notes:
1. Standard First Aid training must meet current St. John Ambulance standards.
2. CPR training must meet current Heart and Stroke Foundation standards.
3. Instructors must be certified as qualified Instructors by a recognized agency such as Red Cross or St. John Ambulance.
4. Class sizes for this module must be small enough for individual attention and evaluation.
5. The apprentice/graduate will be responsible for keeping the training up to date.

General Learning Outcome

Upon successful completion, the apprentice is able to recognize and analyze emergency situations and apply required first aid, within the apprentice's capabilities and training, until more qualified personnel take over.

Learning Outcomes

Upon successful completion, the apprentice is able to:

1.1   Assess and manage an emergency scene.

1.2   Describe the need for and apply artificial respiration.

1.3   Assess the need for and apply CPR to infants, children and adults.

1.4   Provide emergency assistance to a choking person.

1.5   Assess and give emergency care for shock, unconsciousness and fainting.

1.6   Provide emergency assistance for severe bleeding.

1.7   Assess and provide emergency care for physical injuries.

1.8   Demonstrate how to move a person requiring first aid.

1.9   Provide emergency assistance to a person with a medical condition: diabetes, convulsions, asthma and allergies.

1.10   Provide emergency assistance to a person with an environmental illness or injury due to excess heat or cold.

1.11   Develop and maintain a healthy and safe lifestyle.

Learning Content

1.1   Assess and manage an emergency scene.

- Explain the terms used, legal implications and principles of first aid.
- Describe Emergency Medical Services (EMS) and how to use them.
- Conduct an initial assessment and manage an emergency scene.
- Carry out an emergency scene and primary survey.
- Describe the need for and carry out a secondary survey.
- Assess and manage a multiple casualty emergency.
- Use universal precautions in first aid.
- Provide ongoing casualty care until more qualified staff take over.
- Describe appropriate documentation procedures.

1.2   Describe the need for and apply artificial respiration.

- Describe the mechanism of respiration.
- Outline causes and symptoms of breathing emergencies.
- Apply first aid for breathing emergencies.

1.3   Assess the need for and apply CPR to infants, children and adults.

- Describe measures to prevent breathing and heart emergencies.
- Assess the need for and describe the general procedures for CPR.
- Perform CPR on a child and on an infant.
- Describe cardiovascular complications and diseases.
- Describe preventive cardiovascular health measures.
- Handle cardiovascular emergencies.
- Perform one-rescuer CPR on an adult.
- Perform two-rescuer CPR on an adult.
- Describe how Automated External Defibrillators (AEDs) are used.

1.4   Provide emergency assistance to a choking person.

- Describe measures to prevent choking.
- Outline the causes and signs of choking.
- Self-administer first aid for choking.
- Provide first aid to a person who is choking.

1.5   Assess and give emergency care for shock, unconsciousness and fainting.

- Outline the common causes, symptoms and effects of shock.
- Apply first aid for shock.
- Assess for and take appropriate action with/for an unconscious person.
- Outline the causes and warning symptoms of fainting.
- Administer first aid to a person who has fainted.

1.6   Provide emergency assistance for severe bleeding.

- Describe the signs of severe external and internal bleeding.
- Use dressings and bandages in first aid procedures.
- Describe first aid for bleeding.
- Describe the signs of inadequate circulation and provide first aid.

1.7   Assess and provide emergency care for physical injuries: for bones, joints, head, neck, spine, pelvis, muscles, eyes or soft tissue and for burns, poison, bites or stings.

- Describe how to prevent these types of injuries.
- Describe the symptoms and severity of each type of injury.
- Provide first aid for each type of injury.

1.8   Demonstrate how to move a person requiring first aid.

- Outline the principles of safety when moving a casualty.
- Demonstrate safe lifting techniques.
- Perform one, two and team-rescuer lifts and carries.

1.9   Provide emergency assistance to a person with a medical condition: diabetes, convulsions, asthma and allergies. For each of these:

- Describe the medical condition, symptoms requiring emergency attention and implications.
- Provide appropriate first aid.

1.10   Provide emergency assistance to a person with an environmental illness or injury due to excess heat or cold.

- Describe measures to prevent heat or cold illnesses or injuries.
- Provide first aid for heat or cold illnesses or injuries.

1.11   Develop and maintain a healthy and safe lifestyle.

- Outline the importance of and general procedures for a healthy and safe lifestyle.
- Analyze the apprentice's current lifestyle re health and safety.
- Develop and follow a personal plan for developing/maintaining a healthy and safe lifestyle.

Instructional and Delivery Strategies

1. Note that agencies such as St. John Ambulance and Red Cross provide training programs for Instructors.

2. Delivery may be comprised of lectures, demonstrations, role-playing, readings, workbook activities, audio-visual (A/V) presentations and/or visits to EMS-related agencies. It must include as much hands-on experience as possible (e.g. each participant must demonstrate proper CPR technique on a mannequin; perform one, two and team lifts and carries).

3. Note that some agencies such as Red Cross may loan or rent videos at little or no cost.

4. Guest lecturers might include EMS staff, ambulance attendants, hospital emergency staff, paramedics, firefighters, lifeguards, etc.

Evaluation

1. Technique demonstration (e.g. proper CPR technique on a mannequin; lifting procedures) must be performed at a level satisfactory to the Instructor.

2. Standard First Aid and CPR will each be evaluated via a written test in keeping with Red Cross or St. John Ambulance evaluation procedures and standards.

3. Qualified Instructors from agencies such as St. John Ambulance and Red Cross will issue their agency's certificates for CPR and Standard First Aid, for satisfactory completion of training.

Number:	2
Title:	**Working Safely: Safe Care of Self and Others**
Duration:	Total Hours: 18 Theory: 15 Individual/Group Work: 3
Prerequisites:	Reportable Subject 1
Co-requisites:	None

Cross Reference to Learning Outcomes: U5843, U5845, U5846, U5847

Notes:
1. The content should focus primarily on educational settings, especially with students with exceptionalities.

2. The information re toileting, catheterization, feeding and tube feeding is an over- view only. Training by medically-qualified staff is required for each student assisted and is the responsibility of the agency that hires the apprentice/Assistant. Apprentices should not proceed without such training due to student health and safety issues and possible legal liability for the individual and agency.

3. The information and experience relating to lifts and transfers will be reviewed and extended in Reportable Subject 22.

General Learning Outcome

Upon successful completion, the apprentice is able to work safely and assist in providing a safe work environment for staff and students in educational settings.

Learning Outcomes

Upon successful completion, the apprentice is able to:

2.1   Describe the general approach to safety in educational settings and related policies, procedures and legislation.

2.2   Outline the Workplace Hazardous Materials Information System (WHMIS) and how it should be implemented.

2.3   Describe safe procedures for working with students on medication.

2.4   Describe and implement proper procedures for the safe physical care of self and others.

2.5   Describe how to deal safely with students with special conditions, such as allergies, drugs, HIV/aids or hepatitis.

2.6   Describe suicide prevention measures and procedures.

Learning Content

2.1   Describe the general approach to safety in educational settings and related policies, procedures and legislation.

- State general approaches and cautions: who should do what to whom, when?
- Reference the safety aspects in the Ontario curriculum.
- Reference school/district policies and procedures re safety/safe schools.
- Carry out related observation and record keeping.
- Summarize and reference relevant legislation (e.g. Occupational Health and Safety Act and WHMIS Regulation).
- Describe what could make an educational setting safe as opposed to not being safe.
- Outline procedures/activities that could make the educational setting a safer place for staff and students.

2.2   Outline the Workplace Hazardous Materials Information System (WHMIS) and how it should be implemented.

- Explain what WHMIS is and its importance in educational settings.
- Identify WHMIS standard labels and signs/symbols.
- Outline what Material Safety Data Sheets (MSDS) are and how to use them.
- Outline safe practices regarding hazardous materials.
- Outline WHMIS record keeping and reporting procedures.

2.3   Describe safe procedures for working with students on medication.

- Describe the need for and value of students being on medication in an educational setting.
- Outline the school/district policies and procedures re medication: e.g., written authorization, storage, dispensing, record keeping.
- List information sources and outline basic data regarding the names, standard dosages, side effects, etc. of approximately 10 common, non-prescription and prescription medications for school-age individuals.
- Outline procedures in case of emergencies involving medications.

2.4   Describe and implement proper procedures for the safe physical care of self and others.

- Develop and follow a personal plan for developing/maintaining a healthy and safe lifestyle (review of Reportable Subjects 1 and 2).
- Describe ways an Assistant can work in a physically safe manner (e.g. back care).
- Demonstrate correct wheelchair transfers: one person and two person lifts.
- Describe how to use a mechanical lift for transfers.
- Outline universal precautions (as per Reportable Subjects 1 and 2).
- Describe the general procedures for safe toileting, clean, intermittent catheterization, feeding and tube feeding, and how to access appropriate training.

2.5   Describe how to deal safely with students with special conditions, such as allergies, drugs, HIV/aids or hepatitis.

- Outline types of allergic reactions, implications, how to prevent them and how to deal with them.
- Describe general allergies (e.g. pollen allergy) and how to deal with them.
- Describe life-threatening, anaphylactic allergies (e.g. peanut allergy) and how to deal with them.
- Describe the symptoms of individuals under the influence of illegal drugs and/or alcohol, how to prevent it and how to deal with it.
- Describe what HIV/Aids is and how to work safely with students with it.
- Describe what hepatitis is and how to work safely with students with it.
- Outline the school/district policies and procedures re each of the above.

2.6   Describe suicide prevention measures and procedures.

- Describe the incidence and potential causes of suicidal ideation.
- Outline the common symptoms of a student with suicidal ideation.
- Outline suicide prevention approaches, techniques, etc.
- Outline the steps to take if a student reveals suicide plans.
- Describe what should be done in the educational setting if a student commits suicide (almost always away from the educational setting).
- Outline the school/district policies and procedures re this area.

Instructional and Delivery Strategies

1. Delivery may be comprised of lectures, demonstrations, role-playing, readings, workbook activities, A/V presentations (e.g. video) and visits to educational settings to observe the level of safety. It must include hands-on experience for lifts and transfers.

2. Note that some agencies may loan or rent videos at little or no cost.

3. Guest lecturers might include health and safety staff, medical staff, social workers, suicide prevention organization staff, psychiatrists, parents of children with severe allergies, etc.

Evaluation

Apprentices must be able to competently demonstrate one-person and two-person wheelchair transfers. The other material will be evaluated through one or more written assignments and tests.

Number:	3
Title:	**Introductory Psychology**
Duration:	Total Hours: 39 Theory: 39 Practical: 0
Prerequisites:	None
Co-requisites:	None
Cross Reference to Learning Outcomes: U5844, U5845	
Note:	A focus should be placed on psychology in relation to educational environments, including students with exceptionalities.

General Learning Outcome

Upon successful completion, the apprentice is able to describe the basic principles and concepts of psychology, abnormal human behaviour and contributions of key psychologists, as well as demonstrate a greater understanding of himself/herself and others.

Learning Outcomes

Upon successful completion, the apprentice is able to:

3.1   Discuss psychology in general and as a scientific approach to the understanding of human behaviour.

3.2   Outline how our biological nature affects the way we behave.

3.3   Explain how the brain senses, organizes and interprets sensations in a meaningful way.

3.4   Discuss the nature of consciousness and describe various altered states.

3.5   Describe the way learning occurs.

3.6   Describe the nature of memory and forgetting.

3.7   Describe the nature of motivation and emotion.

3.8   Describe the different perspectives on how persons develop into unique individuals and describe the techniques of psychological assessment.

3.9   Discuss stress, state its sources and consequences and describe how individuals attempt to cope with it.

3.10 Discuss how and why people are labelled as having a psychological disorder and describe the pattern of symptoms of some major mental disorders.

3.11 Describe the assumptions underlying various psychotherapies and the procedures likely to be used by such therapists.

Learning Content

3.1 Discuss psychology in general and as a scientific approach to the understanding of human behaviour.

- Define psychology and outline its goals and approaches.
- Discuss the ethics involved in psychological research.
- Describe the early schools of psychology and how they contributed to its development.
- Describe recent/current approaches to psychology.
- Describe the roles of psychologists today (including school psychologist).

3.2 Outline how our biological nature affects the way we behave.

- Describe the central and peripheral nervous and endocrine systems.
- Discuss how they affect behaviour.

3.3 Explain how the brain senses, organizes and interprets sensations in a meaningful way.

- Describe the process of gathering sensory information.
- Discuss the structures and functions of the physical senses.
- Describe the process of perception.

3.4 Discuss the nature of consciousness and describe various altered states.

- Describe different states of consciousness.
- Explain circadian rhythm, outline the stages of sleep, discuss dreaming and describe sleep disorders.
- Discuss other forms of altered consciousness.
- Describe the effects of psychoactive drugs.

3.5 Describe the way learning occurs.

- Define learning.
- Discuss classical and operant conditioning.
- Discuss the cognitive process in learning.

3.6   Describe the nature of memory and forgetting.

- Describe the nature and act of remembering, memory systems and methods of measuring memory.
- Discuss explanations of forgetting.
- Identify several factors that influence memory.
- Explain ways to improve memory.

3.7   Describe the nature of motivation and emotion.

- Define motivation and discuss theories of motivation.
- Explain the primary drives of hunger and thirst.
- Discuss social motives.
- Outline the components and theories of emotion and discuss the expression and experience of emotion.

3.8   Describe the different perspectives on how people develop into unique individuals and describe the techniques of psychological assessment.

- Define personality and explain psychoanalytical, trait, learning and humanistic personality theories.
- Discuss the influence of heredity and environment on personality.
- Explain different methods of measuring personality.

3.9   Discuss stress, state its sources and consequences and describe how individuals attempt to cope with it.

- Describe approaches to health and illness.
- Discuss the theories and sources of stress.
- Discuss approaches to evaluating life stress and responding to illness.
- Outline the relationship between lifestyle and health.

3.10   Discuss how and why people are labelled as having a psychological disorder and describe the pattern of symptoms of some major mental disorders.

- Discuss what is normal vs. abnormal.
- Describe and compare anxiety disorders.
- Describe the characteristics and causes of somatoform and dissociative disorders, schizophrenia, mood and other psychological disorders.

3.11   Describe the assumptions underlying various psychotherapies and the procedures likely to be used by such therapists.

- Define psychotherapy and discuss types of insight therapies.
- Summarize the behaviour therapist's approach to treating disorders.
- Describe cognitive therapy.
- Identify treatment categories in biological therapy.
- Discuss the effectiveness of psychotherapy and identify different types and roles of mental health professionals (including work with school-age individuals).

Instructional and Delivery Strategies

In addition to lectures, discussions, role-playing, readings, assignments, research, etc.
There are many videos available specific to the above outcomes, such as:
Methodology
The Biology of Behaviour
The Mind/Brain Connection
Sensation and Perception
Learning
Memory
Personality
What is Normal?
Escape from Madness
Schizophrenia
Understanding Stresses and Strains
Therapy Choices

Evaluation

Use assignments, research, tests and/or examinations to evaluate each of the major concepts, including application to educational settings.

Number: 4

Title: Educational Foundations: The Educational Milieu

Duration: Total Hours: 21   Theory: 18   Individual/Group Work: 3

Prerequisites: Reportable Subject 3

Co-requisites: Reportable Subjects 7 and 8

Cross Reference to Learning Outcomes: U5841, U5842, U5845, U5848, U5849

General Learning Outcome

Upon successful completion, the apprentice is able to describe the general learning techniques and training standards for paraeducators, ethical practices, the historical development of education, including special education, current educational legislation, structures and processes, related legislation (child protection and Freedom of Information and Protection of Privacy) and the implications (e.g. confidentiality) for EA training and work in Ontario.

Learning Outcomes

Upon successful completion, the apprentice is able to:

4.1   Describe learning techniques and training standards for EAs and discuss working in the EA field, including ethical practices and the apprentice's suitability for this role.

4.2   Discuss the general development of education, including special education and the EA role.

4.3   Describe the current, general processes of education.

4.4   Outline key special education provisions and processes.

4.5   Assist in creating a culturally positive, non-discriminatory educational environment.

4.6   Describe pertinent child abuse/child protection information and procedures.

4.7   Describe Ontario's Freedom of Information and Protection of Privacy legislation (FOIP) and the implications for educational settings.

4.8   Describe student-support, community agencies and their services.

Learning Content

4.1   Describe learning techniques and training standards for EAs and discuss working in the EA field, including ethical practices and the apprentice's suitability for this role.

- Discuss the work and value of the paraeducator field.
- Describe techniques to maximize the apprentice's learning.
- Outline the need for and structure of paraeducator training and standards.
- Reference the training standards (provincial and international).
- Explain the code of ethical practices and its application.
- Determine the apprentice's suitability for the EA field.

4.2   Discuss the general development of education, including special education and the EA role.

- Describe the development of general education.
- Describe the development of special education, including the Assistant role.
- Discuss historical and current philosophies, beliefs and attitudes affecting education, including special education.

4.3   Describe the current, general processes of education.

- Discuss the philosophy, goals and key issues in education today.
- Discuss the importance of and the processes for implementing educational legislation, direction and support.
- Describe the Education Act, regulations, and policy/program documents.
- Describe and reference the Ontario Curriculum.
- Describe the general delivery structure of education from the classroom to the legislature.
- Describe the general structure and function of the Ministry of Education, district board of education, and local school.

4.4   Outline key special education provisions and processes.

- Outline the key elements of special education legislation, direction and support historically ("Bill 82") and currently.
- Outline special education philosophy, structure and processes (e.g. IPRCs, IEPs, transition plans, SEAC).
- Explain differentiated staffing and where the EA fits into it.

4.5   Assist in creating a culturally positive, non-discriminatory educational environment.

- Discuss the basic requirement for safe and non-discriminatory schools.
- Describe beliefs, traditions, and values across cultures and their effect on the relationships among children, families, and schooling.
- Describe personal cultural biases and differences that affect one's ability to work effectively with children, youth, families and other team members.
- Function in a manner that demonstrates the ability to separate personal issues from one's responsibilities as a paraeducator.
- Demonstrate respect for the culture, religion, gender, and sexual orientation of individual students.
- Assist the teacher and students in learning about and celebrating multicultural similarities and differences.

4.6   Describe pertinent child abuse/child protection information and procedures.

- Describe children's rights.
- Describe the types, causes and indicators of abuse.
- Outline how and why an EA should deal with the suspected abuse of a student.

4.7   Describe Ontario's Freedom of Information and Protection of Privacy legislation (FOIP) and the implications for educational settings.

- Describe what FOIP is and discuss its implications.
- Outline the implications for EAs as educational workers (e.g. confidentiality).
- Outline how FOIP applies to apprentices and EAs personally.

4.8   Describe student-support, community agencies and their services.

- List the types of community agencies and describe the services they provide for students.
- Outline the agencies' admission criteria and procedures.
- Describe how the agencies interface with the educational setting.

Instructional and Delivery Strategies

Lectures, discussions, readings, role-playing (e.g. an IPRC), videos, etc. might be supplemented by guest lecturers (e.g. board office and school personnel, social worker, FOIP coordinator, CAS/CCAS worker) and visits to community agencies. In the area of multiculturalism, representatives of various cultures could share experiences with the apprentices, demonstrate cultural traditions, reference authors, artists, etc. from that culture, etc. The Ontario Curriculum: Native Studies and Native Languages could be a resource. Internet searches provide a lot of additional support.

Evaluation

There should be a formal test/exam on the apprentice's ability to reference and explain the pertinent information (n.b: an open book, time-limited exam is recommended, because it most closely parallels the real world of an Assistant). In addition, apprentices should visit at least one community agency and report to the class on the key information and be evaluated on the research and presentation. An Internet search and report on at least one of the above outcomes is also recommended.

Number:	5
Title:	**Educational Foundations: Roles, Responsibilities and Teamwork**
Duration:	Total Hours: 6 Theory: 6 Practical: 0
Prerequisites:	Reportable Subjects 1 to 4 inclusive
Co-requisites:	Reportable Subjects 7 and 8
Cross Reference to Learning Outcomes: U5840, U5841, U5842	

General Learning Outcome

Upon successful completion, the apprentice is able to set up connections to supports and resources, describe the roles of Assistants, explain differentiated staffing and discuss how to make the educational team effective.

Learning Outcomes

Upon successful completion, the apprentice is able to:

5.1   Establish links to sources, supports (e.g. mentor) and resources.

5.2   Describe the various types of Assistants and their roles.

5.3   Explain differentiated staffing.

5.4   Explain legal vs. illegal actions in the EA role and their implications.

5.5   Discuss how to approach a new placement and the realities of education.

5.6   Describe how to make the educational team most effective.

Learning Content

5.1   Establish links to sources, supports (e.g. mentor) and resources.

- List the primary elements of a good operating base for EAs.
- Establish and maintain supportive links to a mentor, school/classroom and related organizations.
- Create and add to an EA kit of resources (e.g. educational games).
- List community, regional, provincial and Internet resource sources.

5.2   Describe the various types of Assistants and their roles.

- Outline the various types of Assistants and their general roles.
- Explain the role description for an Educational Assistant.

5.3   Explain differentiated staffing.

- Discuss what differentiated staffing is.
- Explain the EA position and role as part of differentiated staffing.

5.4   Explain legal vs. illegal actions in the EA role and their implications.

- Discuss the circumstances under which an EA is working legally vs. illegally.
- Explain the implications regarding the student.
- Explain the implications regarding the teacher and EA (e.g. management, confidentiality, record keeping).
- List the reasons for an EA Planning Log and demonstrate how to complete and manage one.

5.5   Discuss how to approach a new placement and the realities of education.

- Explain the procedures to follow prior to the first day.
- Explain how to proceed on the first day in class.
- Discuss the ideal vs. reality in the classroom, school and community.

5.6   Describe how to make the educational team most effective.

- Explain why teamwork is important and what the prerequisites and co-requisites are to having a successful team.
- Outline the key characteristics of teachers, Assistants and principals that will make the team most effective.
- Discuss how to make the team most effective (e.g. positive approach/tone).
- Explain the value and methods of EA evaluation, planning and feedback sessions, and formal evaluation.

Instructional and Delivery Strategies

While lectures can present some of the information, discussion groups, role-playing and practical assignments (below) can be valuable to the apprentice's learning. Also, the apprentice should be integrating this learning with on-site work and feedback. Note that, as part of Subject 20: Practicum, the apprentice will practise using the EA Planning Log.

Evaluation

Some of these outcomes could be evaluated via test/exam; however, related assignments are needed for learning and evaluation. In one, the apprentice could create an EA kit with 5+ original games, activities, etc. for various age and skill levels, in connection with this Reportable Subject or as part of Classroom Skills: Concrete Materials. The kit will be developed over more than one month and cannot be effectively completed within the time limit of this Reportable Subject alone. A second assignment could be interviews with EAs, teachers and principals re their roles, resulting in a role comparison chart that will be evaluated. EA Planning Logs will be evaluated as part of Subject 20, but apprentices should be able to complete sample logs during this Reportable Subject.

Number:	6
Title:	**Educational Foundations: How Children Develop and Learn**
Duration:	Total Hours: 12 Theory: 12 Practical: 0
Prerequisites:	Reportable Subjects 1 to 5 inclusive
Co-requisites:	Reportable Subjects 7 and 8
Cross Reference to Learning Outcomes: U5841, U5844	
Note:	The child development part of this Reportable Subject will be expanded in Subject 12.

General Learning Outcome

Upon successful completion, the apprentice is able to describe child and youth development and its assessment, evaluation and implications, as well as the importance and components of learning and educating styles related to learning channels, potential and structures, interests and personal dynamics, and their implications for teachers, EAs and students.

Learning Outcomes

Upon successful completion, the apprentice is able to:

6.1   Discuss the value of and approaches to studying child/youth development.

6.2   Reference the key milestones in each area of child/youth development.

6.3   Explain the value of active learning/play and the implications.

6.4   Describe the value, principles, procedures and content of evaluation.

6.5   Describe the EA role in informal assessment: observation.

6.6   Discuss the principles, procedures, instruments and outcome of formal assessment.

6.7   Describe the importance, components and implications of learning styles.

6.8   Describe learning and educating factors related to learning channels, learning potential, learning and educating structures, interests and personal dynamics, and their implications.

Learning Content

6.1 Discuss the value of and approaches to studying child/youth development.

- Discuss the value of studying child/youth development and approaches to it.
- Describe how to correctly interpret developmental guidelines.

6.2 Reference the key milestones in each area of child/youth development.

- Reference and compare child/youth development across ages in motor, perceptual, speech-language, cognitive/intellectual (including multiple intelligences) and social- emotional development.

6.3 Explain the value of active learning/play and the implications.

- Describe the value, stages and correlates of play and the implications.

6.4 Describe the value, principles, procedures and content of evaluation.

- Describe the aim and philosophy of evaluation.
- Outline the correlates of learning.
- Outline who does which aspects of evaluation.
- Describe the approaches, instruments and procedures of assessment and evaluation.
- Outline the types and range of evaluation.

6.5 Describe the EA role in informal assessment and observation.

- Outline types of observational recording.
- Explain how to carry out and record effective observations.
- Explain the EA role in using and communicating observations.

6.6 Discuss the principles, procedures, instruments and outcome of formal assessment.

- Discuss the philosophy, principles and procedures of formal assessment.
- Outline who does which types of formal assessment.
- Outline factors affecting test results and the implications.
- Describe the types of tests and expected outcomes and implications.

6.7 Describe the importance, components and implications of learning styles.

- Describe the importance and components of learning styles.
- Describe the implications of learning styles.

6.8   Describe learning and educating factors related to learning channels, learning potential, learning and educating structures, interests and personal dynamics and their implications.

- Outline some of the factors affecting learning and explain learning channels.
- Reference multiple input and output learning/educating strategies.
- State what psycholinguistic skills are and their application.
- State the components and implications of learning potential and structures, interests and personal dynamics.
- Complete learning styles profiles and describe the programming implications.
- Outline the implications of educating styles for the teacher, EA and student.

Instructional and Delivery Strategies

In addition to lectures, discussion groups, role-playing and demonstrations (e.g. test given by a psychometrist), practical assignments can be valuable. Guest lecturers might include a paediatrician, child development specialist, speech/language pathologist, psychometrist, psychologist or knowledgeable parent. Many videos are available, such as those used in Early Childhood Education and Psychology programs. In addition, the apprentice should be integrating this learning with on-site work and feedback. An assignment to consolidate observation skills might be to have the apprentice conduct a 30 minute, timed interval recording (2 minute intervals) of observations of one individual, in the required style.

Note that, as part of Subject 20: Practicum, the apprentice will practise observational skills in the classroom and recordings in the EA Planning Log.

Evaluation

In addition to a test/exam, the apprentice's observation assignment should be evaluated.

Number:	7

Title: **Orientation to Schools and the Assistant Role: Orientation Practicum I**

Duration:	Total Hours: 99	Theory: 9	Practical: 90

Prerequisites: Reportable Subject 1

Co-requisites: At least one of Reportable Subjects 1 to 6

Cross Reference to Learning Outcomes: U5847, U5848, U5849

General Learning Outcome

Upon successful completion, the apprentice is able to discuss the roles, goals and functioning of a school and the roles of the staff members. The apprentice will also be able to provide effective support to the teaching and administrative staff and informal, general support to students.

Learning Outcomes

Upon successful completion, the apprentice is able to:

7.1   Demonstrate appropriate attendance, punctuality and personal appearance.

7.2   Establish and maintain a positive rapport with the staff in general and, in particular, the staff with whom the apprentice is working.

7.3   Describe the general organization and goals of the school and the roles of its staff, including Assistants.

7.4   Demonstrate an understanding of the general Assistant role, as in the acceptance of and ability to follow teacher direction.

7.5   Record daily plans (in a Classroom Assistant's Log) determined by the teachers and/or administrative staff, record accomplishments and report them to the designated staff each day.

7.6   Carry out preparations for learning activities and the enhancement of the learning environment, as determined by the teacher(s), including setting up and operating/using the materials, kits and equipment employed in an educational setting.

7.7   Establish and maintain a positive rapport with and demonstrate an empathy for all students.

7.8   Work effectively with any students the apprentice is assisting.

7.9   Demonstrate the ability to be flexible when changes are needed.

7.10   Demonstrate an accurate knowledge of and the ability to assist with the skills required by most students (e.g. oral and written language skills, math skills, computer skills).

7.11   Carry out safe work practices.

7.12   Display a positive approach in all areas.

7.13   Carry out self-analysis and receive teacher evaluation regarding Assistant attitude, knowledge and skills and make and carry out plans for further learning.

Learning Content

Because every educational situation is unique, the Specific Learning Outcomes above will be used as the base for learning and evaluation, and will not be subdivided into Learning Content for any of the Practicums.

Evaluation

The teacher(s) with whom the apprentice has worked will provide feedback to the apprentice throughout the placement. The teacher(s) will complete a written evaluation on the TDA's form and discuss it with the apprentice. The evaluation will be based on the learning outcomes listed above and assessed in relation to what should be expected of an apprentice beginning training.

The TDA Instructor may conduct an on-site visit and will evaluate the apprentice's logs. The teacher's evaluation will comprise part of the final mark.

Number:	8
Title:	**Orientation to Schools and the Assistant Role: Orientation Practicum II**
Duration:	Total Hours: 99 Theory: 9 Practical: 90
Prerequisites:	Reportable Subjects 1 to 7 inclusive
Co-requisites:	At least one of Reportable Subjects 1 to 13
Cross Reference to Learning Outcomes: U5847, U5848, U5849	
Note:	This practicum must include one or more grade divisions different from those in Subject 7 (e.g. Intermediate vs. Primary/Junior).

General Learning Outcome

Upon successful completion, the apprentice is able to discuss the roles, goals and functioning of a school, the relative roles of the staff members, with particular reference to Assistants, and expectations of students. The apprentice will also be able to provide effective support to the teachers and general support to students.

Learning Outcomes

Upon successful completion, the apprentice is able to:

8.1   Demonstrate appropriate employee behaviour in terms of attendance, punctuality and personal appearance.

8.2   Establish and maintain a positive rapport with the staff in general and, in particular, the staff with whom the apprentice is working.

8.3   Describe the organization and goals of schools and the roles of its staff, especially in relation to Assistants, and expectations of students.

8.4   Demonstrate an understanding of Assistant roles, as in the acceptance of and ability to follow teacher direction.

8.5   Record daily plans (in a Classroom Assistant's Log) determined by the teachers, record accomplishments and report them to the designated staff each day.

8.6   Carry out preparations for learning activities and the enhancement of the learning environment, as determined by the teacher(s), including setting up and operating/using the materials, kits and equipment employed in an educational setting.

8.7   Establish and maintain a positive rapport with and demonstrate an empathy for all students.

8.8   Effectively manage the behaviour and work of any students the apprentice is assisting.

8.9   Demonstrate initiative and creativity in presenting ideas to the teacher and, with teacher agreement, develop and implement them.

8.10   Demonstrate the ability to be flexible when changes are needed.

8.11   Demonstrate an accurate knowledge of and the ability to assist with the skills required by most students (e.g. oral and written language skills, math skills, computer skills).

8.12   Carry out safe work practices.

8.13   Display a positive approach in all areas.

8.14   Carry out self-analysis and receive teacher evaluation regarding Assistant attitude, knowledge and skills and make and carry out plans for further learning.

Learning Content

Because every educational situation is unique, the Specific Learning Outcomes above will be used as the base for learning and evaluation, and will not be subdivided into Learning Content for any of the Practicums.

Evaluation

The teacher(s) with whom the apprentice has worked will provide feedback to the apprentice throughout the placement. The teacher(s) will complete a written evaluation on the TDA's form and discuss it with the apprentice. The evaluation will be based on the learning outcomes listed above and assessed in relation to what should be expected of a beginning apprentice who has previously completed a three-week orientation successfully.

The TDA Instructor may conduct an on-site visit and will evaluate the apprentice's logs. The teacher's evaluation will comprise part of the final mark.

Number:	9
Title:	**Personal and Interpersonal Dynamics: Positive Personal Dynamics**
Duration:	Total Hours: 12 Theory: 12 Practical: 0
Prerequisites:	None
Co-requisites:	None
Cross Reference to Learning Outcomes: U5842, U5843, U5849	

General Learning Outcome

Upon successful completion, the apprentice is able to discuss why positive personal dynamics and choices are important, analyze the apprentice's personal dynamics, state the factors involved and describe many approaches and techniques for developing a positive lifestyle.

Learning Outcomes

Upon successful completion, the apprentice is able to:

9.1   Discuss the importance of the main elements of personal dynamics and analyze the apprentice's current personal dynamics levels.

9.2   Describe key factors in the apprentice's dynamic world.

9.3   Outline the dynamic bases in looking at oneself and at the world and the apprentice's current approach to and use of them.

9.4   Outline how to put the dynamic factors into action.

9.5   Describe many approaches to and techniques for making positive choices and developing a positive lifestyle.

Learning Content

9.1   Discuss the importance of the main elements of personal dynamics and analyze the apprentice's current personal dynamics levels.

- Describe the potential impact of positive personal dynamics on the apprentice's life and work as an EA and on those the apprentice influences.
- Discuss the importance of making choices.
- Describe the main elements in personal dynamics and assess the apprentice's current levels.

9.2   Describe key factors in the apprentice's dynamic world.

- Explain what our natural dynamic state is and its implications.
- Discuss various aspects and their interaction.
- Describe how the key factors (e.g. heredity, habits, the psychological-physical connection) affect us and others and how to use these factors.

9.3   Outline the dynamic bases in looking at oneself and at the world and the apprentice's current approach to and use of them.

- Describe the five bases (orientation, control, power, planning and expectation) in how we see ourselves and analyze where the apprentice is on each of them.
- Describe the dynamic-operational, relationship and action bases in how we approach the world and analyze where the apprentice is on each of them.

9.4   Outline how to put the dynamic factors into action.

- Define self-concept and describe its components and implications.
- Explain how to use control and responsibility, relationships and selection of positive content to improve our lives.

9.5   Describe many approaches to and techniques for making positive choices and developing a positive lifestyle by describing each of the following, its importance and how to use it to increase our positive personal dynamics.

- Activate and increase positive self-concept.
- Select and use positive input.
- Develop and extend a positive "mindstyle" through expectations, functional age, taking control, goal setting, habits and learning.
- Use good planning in our lives.
- Use positive language with oneself and others.
- Increase laughter in our lives.
- Develop a positive lifestyle.
- State steps to decrease or eliminate negatives.
- Explain how to make use of positive stress and decrease or eliminate negative stress.
- Describe higher power options.

Instructional and Delivery Strategies

Due to the personal nature of this material, caution is needed in the approach. Some apprentices could be embarrassed if they are required to share their information, so a lecture format is the main recommendation. Small group discussions in which each person is comfortable could be valuable. With regard to healthy lifestyles, etc., videos and guest lecturers (e.g. nutritionist) could be used. With advance preparation and careful selection of content, role-playing could also be valuable.

Evaluation

Evaluation should focus on factors, processes and techniques. An assignment might be to review the videos, audiotapes and/or books of one of the authors in the Bibliography.

Note that positiveness will be evaluated by teachers during the practicums, by Instructors as part of class marks and by the apprentices in self-evaluation throughout.

Number:	10
Title:	**Personal and Interpersonal Dynamics: Analyses and Solutions**
Duration:	Total Hours: 9 Theory: 9 Practical: 0
Prerequisites:	Reportable Subjects 1 to 9 inclusive
Co-requisites:	None

Cross Reference to Learning Outcomes: U5842, U5843, U5849

Note:	These skills will be applied and expanded in further Reportable Subjects and in the Practicums. Reference back to this material at that time will help to consolidate it.

General Learning Outcome

Upon successful completion, the apprentice is able to organize information, analyze tasks and situations at various levels of complexity and select and implement the best solutions.

Learning Outcomes

Upon successful completion, the apprentice is able to:

10.1   Explain the importance, processes and evaluation of good analyses and solutions.

10.2   Outline basic, intermediate and advanced methods of analysis and demonstrate how to use each one.

10.3   Apply task analysis skills to specific tasks or a sequence, record this information appropriately and apply the information in task execution.

10.4   Follow a situational analysis and solutions model to determine appropriate solutions to situations an EA might encounter.

10.5   Outline approaches to joint analyses and solutions and explain how to apply them.

10.6   Apply analysis and solution skills to a range of sample educational situations.

Learning Content

10.1   Explain the importance, processes and evaluation of good analyses and solutions.

- Explain the importance/application of good analyses and solutions.
- Outline the steps to achieving good analysis and solutions.
- Describe the development of the skills and factors affecting it.
- Evaluate the apprentice's analytical and problem solving skills.

10.2   Outline basic, intermediate and advanced methods of analysis and demonstrate how to use each one.

- Explain how to carry out each type of basic analysis (e.g. forced choice).
- Explain how to carry out each type of intermediate analysis (e.g. graphic organizers, hypothesis testing).
- Explain how to carry out each type of advanced analysis (e.g. flow chart).

10.3   Apply task analysis skills to specific tasks or a sequence, record this information appropriately and apply the information in task execution.

- Define what task analysis is and explain the four aspects/faces.
- Explain and demonstrate task analysis and problem solving type I: single factor.
- Explain and demonstrate task analysis and problem solving type II: single level, multiple factor.
- Explain and demonstrate task analysis and problem solving type III: multiple level.

10.4   Follow a situational analysis and solutions model to determine appropriate solutions to situations an EA might encounter.

- Outline the components of problem-solving models.
- Demonstrate how to use one in analyzing situations and determining solutions.

10.5   Outline approaches to joint analyses and solutions and explain how to apply them.

- List approaches to joint analyses and solutions (e.g. brainstorming).
- Describe how to use each of these approaches.

10.6   Apply analysis and solution skills to a range of sample educational situations.

- Determine and apply the best analysis approach and determine potential solutions to situations with students, staff and/or parents.

Instructional and Delivery Strategies

In addition to following the reference materials closely, with particular attention to the models (e.g. flow charts), this Reportable Subject lends itself well to role-playing and group discussions and demonstrations. Completion of an analysis using a Situational Analysis and Solutions Model should be conducted in class or via an assignment. An assignment should be chosen to demonstrate at least one of the advanced techniques, such as the creation and use of a type III task analysis for a basic life skill.

Evaluation

The primary factor is whether the apprentice can apply the skills learned; therefore, the evaluation should focus on the assignment(s) as above.

Number:	11
Title:	**Personal and Interpersonal Dynamics: Behaviour Management**
Duration:	Total Hours: 18 Theory: 15 Individual/Group Work: 3
Prerequisites:	Reportable Subjects 1 to 10
Co-requisites:	None

Cross Reference to Learning Outcomes: U5842, U5843, U5849

Notes:
1. This topic will be used and expanded throughout most of the Reportable Subjects and in the Practicums.

2. Behaviour management for more severe behaviours will be dealt with in subjects regarding many exceptionalities and in Reportable Subject 18 in particular.

3. Teaching physical intervention techniques has safety and liability implications. It is recommended that a TDA assure documented competence/certification of the Instructor and consult with legal counsel before proceeding with this aspect. It relates with the management of more severe behaviours and, if taught, is not recommended until Reportable Subject 18. In general, apprentices should not use physical intervention until they have successfully completed Reportable Subject 18 and the appropriate training.

General Learning Outcome

Upon successful completion, the apprentice is able to discuss various viewpoints about behaviour, what our philosophy and major approaches should be, how to use specific techniques in its management and how to apply these approaches to behaviour management in educational settings.

Learning Outcomes

Upon successful completion, the apprentice is able to:

11.1   Discuss what behaviour is, its etiology and various views of it.

11.2   Outline and demonstrate the various ways of recording behaviour.

11.3   Explain the keys to and types of effective behaviour development and management.

11.4   Describe children's behavioural goals and how to turn their energy into learning.

11.5   Discuss how to use encouragement methods.

11.6   Outline the four types of choices and consequences and explain how to apply each one in educational settings.

11.7   Explain how to solve conflict through resolution.

11.8   Describe how to change negative behaviour, using from minimal to major interventions.

11.9   Analyze and determine solutions for behavioural situations in educational contexts.

Learning Content

11.1   Discuss what behaviour is, its etiology and various views of it.

- Discuss the range of psychologists' views of what behaviour is.
- Describe the main views, approaches and implications.

11.2   Outline and demonstrate the various ways of recording behaviour.

- Explain why recording behaviour is important.
- Outline the types of recording (e.g. anecdotal, interval) and demonstrate how to do each.

11.3   Explain the keys to and types of effective behaviour development and management.

- Outline the keys to effective approaches.
- State the primary goal of behaviour management.
- Explain each of the approaches: promotive, preventive, supportive and corrective.

11.4   Describe children's behavioural goals and how to turn their energy into learning.

- Describe children's primary negative vs. positive goals of behaviour.
- Describe minimum standards for student behaviour.
- Outline different types of approaches adults take to behaviour management and their implications.
- Outline the components of and carry out an analysis of the apprentice's attitudes, skills, approaches, etc. in areas affecting behaviour management.
- Describe methods for home-school communication.

11.5   Discuss how to use encouragement methods.

- Outline the keys to using encouragement.
- Reference and demonstrate language that encourages.
- Define invitational education and explain the factors involved.
- Reference and explain multiple ideas for invitational education.

11.6   Outline the four types of choices and consequences and explain how to apply each one in educational settings.

- Explain the concept and use of choices and consequences.
- Discuss the process and implications and give examples of each type: natural, logical, implied and punishment.
- Implement this approach, using the choices/consequences form/format.

11.7   Explain how to solve conflict through resolution.

- Outline the principles whereby resolution approaches will be successful.
- Describe the processes for resolution by agreement, arrangement and contract.

11.8   Describe how to change negative behaviour, from minimal to major interventions.

- Describe the application of the principle of least intrusive method.
- Describe various methods of indirect discipline (e.g. proximity control).
- Outline the characteristics and steps of direct discipline.
- Define behaviour modification and related terms.
- Outline the five steps of behaviour modification and demonstrate how to carry them out.
- Describe how to record behaviour and choose reinforcers for behaviour modification purposes.
- Describe how related aspects (e.g. chaining, deprivation) can be used to change behaviour.
- Explain how to prevent behaviour crises.
- Outline how to be prepared for a behaviour crisis.
- Describe how to safely handle crises from verbal abuse to physical assault.
- Explain the follow-up (e.g. record keeping) after negative behaviours have occurred.

11.9   Analyze and determine solutions for behavioural situations in educational contexts.

- Describe the Ministry of Education's and local district board's views of "safe schools", appropriate and inappropriate behaviours, recommended actions, and policies and procedures in this regard (n.b. cross reference with Subject 4).
- Analyze situations requiring behavioural management.
- Determine the best approach in the situation.
- Explain how to apply that approach and the probable outcomes.

Instructional and Delivery Strategies

Lecturing on the main content, using anecdotal situations, might be supplemented by group discussions, role-playing, etc. Related videos might be available from the psychology department or library/resource centre. Guest lecturers might include a psychologist, social worker, crisis intervention worker, psychiatrist, behaviour management team, etc. Apprentices need to fully record analyses and solutions, especially with regard to choices/consequences and behaviour modification.

Where the Ministry of Education or any public, educational agency in the TDA's jurisdiction has policies and procedures regarding behaviour management (e.g. policy regarding physical restraint), they should be reviewed in Subject 11.9 and refreshed before any Practicum.

Evaluation

In addition to a summary test on the unit, written application of choices/consequences and behaviour modification needs to be evaluated. If physical intervention has been taught (rec. for Subject 18 if it is), it must be evaluated through individual demonstration to assure acquisition and safety. Note that evaluation of the apprentice's capabilities in managing student behaviour will be done by the teacher in the Practicums.

Number:	12
Title:	**Developmental Psychology**
Duration:	Total Hours: 39　　　Theory: 39　　　Practical: 0
Prerequisites:	Reportable Subject 3 and 6
Co-requisites:	None
Cross Reference to Learning Outcomes: U5840, U5842, U5843, U5844, U5847	
Note:	A focus should be placed on preschool and school-age development and on students with exceptionalities.

General Learning Outcome

Upon successful completion, the apprentice is able to describe human development, factors affecting it, the approach of psychology to its study, and the implications in educational settings.

Learning Outcomes

Upon successful completion, the apprentice is able to:

12.1　　　Describe the importance of, and approach of, psychology to the study of human development and relevant theories.

12.2　　　Describe the processes, factors and implications of development from conception to neonate.

12.3　　　Describe the processes, factors and implications of child development.

12.4　　　Describe the processes, factors and implications of adolescent development.

12.5　　　Describe the processes, factors and implications of adult development.

Learning Content

12.1　　　Describe the importance of, and approach of, psychology to the study of human development and relevant theories.

- Outline the purpose and key concepts of human development.
- Outline the research techniques in studying human development.
- Outline the theories of human development.

12.2   Describe the processes, factors and implications of development from conception to neonate.

- Describe reproduction and prenatal development.
- Discuss heredity and environment and their effects on development.
- Describe childbirth and the implications of premature birth.
- Outline the characteristics of the neonate.

12.3   Describe the processes, factors and implications of child development.

- Describe psychological perspectives on child development.
- Describe child development: physical, cognitive, emotional and social.
- Discuss the implications of normal vs. abnormal development.

12.4   Describe the processes, factors and implications of adolescent development.

- Describe psychological perspectives on adolescent development.
- Describe adolescent development: physical, cognitive, emotional and social.
- Discuss the implications of normal vs. abnormal previous and current development.

12.5   Describe the processes, factors and implications of adult development.

- Outline psychological perspectives on adult development.
- Describe adult development: physical, cognitive, emotional and social.
- Discuss the implications of normal vs. abnormal previous and current development.
- Discuss perspectives on and the implications of death, dying and bereavement, including the implications for children and youth.

Instructional and Delivery Strategies

In addition to lectures, discussions, debates, role-playing, readings, assignments, research, etc., there are videos available specific to the above outcomes, such as:
The Miracle of Life
Start of a Lifetime
Natural Ingredients: Development of the Preschool and School-age Child
Cognitive Development
Adolescence
Adult Development

Apprentices with limited experience with one or more of these age groups might visit an agency (e.g. preschool) periodically and discuss human development with staff. Guest lecturers might include staff working with a specific group, such as adolescents.

Evaluation

Assignments, research, tests and/or examinations to evaluate each of the major concepts/ developmental periods, including application to educational settings.

Number:	13
Title:	**Computers in the Classroom**
Duration:	Total Hours: 39 Theory: 39 Practical: 0
Prerequisites:	Basic computer competency in keyboarding, word processing, data management and Internet use
Co-requisites:	None
Cross Reference to Learning Outcomes: U5842, U5843, U5849	
Note:	To assure currency, it is recommended that this Reportable Subject be presented in an up-to-date elementary or secondary school computer lab being used daily by students.

General Learning Outcome

Upon successful completion, the apprentice is able to demonstrate microcomputer skills for the apprentice's own use as an EA and effectively assist students with their own computer literacy and use of computers to access and learn other curriculum.

Learning Outcomes

Upon successful completion, the apprentice is able to:

13.1   Access the hardware and software in an elementary or secondary school computer lab or classroom.

13.2   Demonstrate programs useful to an EA.

13.3   Describe and demonstrate computer literacy as outlined in the Ontario Curriculum.

13.4   Demonstrate how to assist students using computer programs at the Primary, Junior and Intermediate levels, with a focus on Language Arts and Math.

13.5   Create graphics and multimedia learning supports and activities.

13.6   Describe computer-based adaptations for students with exceptionalities.

Learning Content

13.1   Access the hardware and software in an elementary or secondary school computer lab or classroom.

- Access and use standalone computers for the apprentice's own use and assistance to students.
- Access and use networked computers for the apprentice's own use and assistance to students.

13.2   Demonstrate programs useful to an EA.

- Demonstrate word processing applications for an EA.
- Demonstrate data management applications for an EA.
- Demonstrate Internet applications for an EA.

13.3   Describe and demonstrate computer literacy as outlined in the Ontario curriculum.

- Use basic computer terminology.
- Describe the integrated approach to computer literacy in Ontario.
- Outline the various ways computers should be used in schools and the reasons/value of each.
- List types and examples of current, effective programs.
- Outline the computer-related knowledge and skills students should acquire at each level (curriculum strands) as outlined in the Ontario curriculum.

13.4   Demonstrate how to assist students using computer programs at the Primary, Junior and Intermediate levels, with a focus on Language Arts and Math.

- Describe the teacher-EA partnership in assisting students.
- Assist students in the writing process using a word processing program.
- Assist students using Language Arts and Math computer programs at the Primary, Junior and Intermediate levels.
- Assist students using other (e.g. Science) computer programs at the Primary, Junior and Intermediate levels.
- Assist students in using the Internet.

13.5   Create graphics and multimedia learning supports and activities.

- Use graphics in graphics and other programs (e.g. word processing).
- Create graphics to benefit student learning.
- Use a multimedia program that elementary school students could use.
- Create multimedia learning activities for students.

13.6   Describe computer-based adaptations for students with exceptionalities.

- Outline the value and types of adaptations that students with exceptionalities need.
- Describe hardware adaptations (e.g. modified keyboard).
- Describe software adaptations (e.g. voice recognition).

Instructional and Delivery Strategies

Each session should include hands-on learning, especially where the apprentice is learning new programs (e.g. graphics and multimedia). It should also include comfortable use of the programs for students and a focus on how to assist students with these programs. Assignments should extend new knowledge and skills. Apprentices should be able to share computer-based ideas they have acquired in their practicum and related experiences. The apprentice might also report on the findings of an Internet search for student learning information and/or current or future computer technology. Where this Reportable Subject coincides with a practicum, the apprentice can benefit from keeping a daily log/diary about the apprentice's and students' computer literacy.

Evaluation

Tests on each main topic should focus on demonstrated knowledge and skills. Assignments for evaluation purposes might include idea sharing, Internet search, and graphics and multimedia learning activities.

Number:	14
Title:	**Classroom Skills: Language Arts**
Duration:	Total Hours: 18 Theory: 18 Practical: 0
Prerequisites:	Reportable Subjects 1 to 13 inclusive
Co-requisites:	Reportable Subject 20

Cross Reference to Learning Outcomes: U5841, U5842, U5844

Note:	While all aspects of Language Arts are important, priority should be given to Reading, due to the higher involvement of EAs in this area.

General Learning Outcome

Upon successful completion, the apprentice is able to use Language Arts skills accurately, describe the related Ontario curriculum and curriculum change and discuss the EA role in Language Arts (elementary and secondary), what the Language Arts are, what factors affect their development and what approaches can be used to develop these skills.

Learning Outcomes

Upon successful completion, the apprentice is able to:

14.1   Describe the EA and teacher roles in Language Arts, the Ontario Curriculum in Language/English, and methods of modifying and adapting it.

14.2   Outline listening skills and describe ways of developing them.

14.3   Discuss oral communication development and ways to develop it.

14.4   Define reading and outline its skills.

14.5   Describe word attack/analysis approaches and skills and their application.

14.6   Outline reading comprehension and describe some activities to develop it.

14.7   Describe shared reading.

14.8   Explain the language experience approach and outline the value and steps in structured, individualized language experience.

14.9   Explain the "whole language" approach.

14.10   Outline other approaches and strategies to improve reading.

14.11   Discuss a developmental philosophy for written language, reference growth strands, steps and writing literacy sub-skills, and describe writing facilitation techniques.

14.12   Discuss the importance, use and evaluation of oral and visual media communications and ways in which the skills can be developed.

Learning Content

14.1   Describe the EA and teacher roles in Language Arts, the Ontario Curriculum in Language/English, and methods of modifying and adapting it.

- Describe the teacher's primary responsibility for program and the EA's role in assisting the teacher and students with Language Arts/English.
- Reference the Ontario Curriculum: Language (Kindergarten; Gr. 1-8) and English (Gr. 9, 10) describe its structure and demonstrate how to locate Language Arts information for particular students.
- Discuss at least one model for modifying or adapting Language Arts/English curricula and give examples for students with exceptionalities.

14.2   Outline listening skills and describe ways of developing them.

- Outline observable listening sub-skills and factors that affect their development.
- Outline the skills in listening comprehension.
- Describe learning activities to increase listening skills.

14.3   Discuss oral communication development and ways to develop it.

- Discuss factors affecting verbal language development.
- Outline observable verbal language sub-skills.
- Describe learning activities to increase listening skills.

14.4   Define reading and outline its skills.

- Define reading.
- Outline observable reading literacy sub-skills.
- Outline the main reading skills.

14.5   Describe word attack/analysis approaches and skills and their application.

- Explain the use of context clues.
- Describe a whole word or sight approach.
- Describe a phonetic approach, the components, rules and exceptions.
- Describe structural analysis and its application.
- Describe how to analyze and record the types of errors made (e.g. miscue analysis, checklists).

14.6   Outline reading comprehension and describe some activities to develop it.

- Outline the skills and sub-skills of reading comprehension.
- Describe techniques and activities to increase reading comprehension.

14.7   Describe shared reading.

- Describe shared reading and its value.
- Describe ways to carry it out (e.g. Big books).

14.8   Explain the language experience approach and outline the value and steps in structured, individualized language experience.

- Describe language experience when used with groups (e.g. Gr. 1).
- Outline the rationale, steps and adaptations for structured, individualized language experience.

14.9   Explain the "whole language" approach.

- Explain what a whole language approach is.
- Describe components of a whole language classroom.
- Discuss the advantages and disadvantages of this approach.

14.10   Outline other approaches and strategies to improve reading.

- Outline keys for better and faster reading.
- Describe other reading approaches/techniques, such as: cloze, echo reading, U.S.S.R./D.E.A.R., impress method, SQ3R, story maps, and reading logs.

14.11   Discuss a developmental philosophy for written language, reference growth strands, steps and writing literacy sub-skills, and describe writing facilitation techniques.

- Discuss a developmental philosophy for written language, including the stages of spelling skills development.
- Reference the growth strands in writing and their application.
- Outline the steps in the writing process.
- Outline observable writing literacy sub-skills.
- Describe multiple techniques to facilitate student writing.

14.12   Discuss the importance, use and evaluation of oral and visual media communications and ways in which the skills can be developed.

- Discuss the importance and methods of media communications (e.g. viewing television) and the need for analyzing and evaluating the messages.
- Explain how to use various media to communicate ideas, the skills involved and ways of increasing those skills.

Instructional and Delivery Strategies

In addition to lectures and readings, this Reportable Subject lends itself well to discussions, debates, use of media, the creation of learning activities, partly based on the apprentice's practicum experiences, and the exploration of district boards' resource documents. Assignments could include using observation checklists of sub-skills, as well as analysis of a year's Language Arts program in a regular elementary or secondary school class, including modifications and adaptations for students with exceptionalities. Apprentices could also make language-based learning activities for students at a variety of levels. Language Arts is an excellent area for an Internet search for learning activity ideas.

Evaluation

A test should focus on the main approaches, particularly in reading. The assignments can provide an excellent evaluation mode.

Number:	15
Title:	**Classroom Skills: Mathematics and Other Curriculum**
Duration:	Total Hours: 12 hours (9 hrs. Math. + 3 hrs. Other Curriculum) Theory: 12 Practical: 0
Prerequisites:	Reportable Subject 14
Co-requisites:	Reportable Subject 20

Cross Reference to Learning Outcomes: U5841, U5842, U5844

Notes:	1.	The focus in Mathematics must be on understanding and real world application.
	2.	By the end of this Reportable Subject, apprentices must be able to demonstrate the Ontario Curriculum Kdgn.- Gr. 10 Mathematics skills.

General Learning Outcome

Upon successful completion, the apprentice is able to use Mathematics and other subject area skills accurately, describe the Ontario Curriculum: Mathematics, and discuss the EA role in Mathematics and other subjects, the components, factors affecting their development and approaches which can be used to develop these skills under teacher direction.

Learning Outcomes

Upon successful completion, the apprentice is able to:

15.1 Describe the EA and teacher roles in Mathematics, Physical Education and at least one other subject (except Language Arts/English) and the relevant Ontario Curriculum.

15.2 Discuss the importance of Mathematics.

15.3 Explain the basic concepts and terms used in Mathematics.

15.4 Demonstrate and explain the concepts and skills in the Mathematics strands.

15.5 Outline the problem-solving skills that students need in Mathematics.

15.6 Describe approaches that can be used in modifying and adapting Mathematics.

15.7 Describe how to use materials and equipment, including calculators and computers, in a Mathematics program.

15.8   Reference the Health and Physical Education skills in the Ontario Curriculum and describe modifications and adaptations for students with exceptionalities.

15.9   Reference the skills in at least one other Ontario Curriculum subject area (e.g. the Arts) and describe modifications/adaptations for students with exceptionalities.

Learning Content

15.1   Describe the EA and teacher roles in Mathematics, Physical Education and at least one other subject (except Language/English) and the Ontario Curriculum in these subjects.

- Describe the teacher's primary responsibility for program.
- Describe the EA's role in assisting the teacher and students.
- Reference the Ontario Curriculum for these subjects (Kindergarten, Grades 1-8 and Grades 9 and 10), describe its structure and demonstrate how to locate pertinent information for particular students.

15.2   Discuss the importance of Mathematics.

- Describe how Mathematics skills apply to the real world.
- Discuss how Mathematics is a learning/thinking/problem solving tool.
- Describe how Mathematics applies and extends knowledge in other curriculum areas.

15.3   Explain the basic concepts and terms used in Mathematics.

- Explain the importance and application of basic concepts in Mathematics (e.g. patterns, classification, seriation, correspondence, conservation).
- Explain the meaning and application of Mathematics language/terms (e.g. algorithm, expanded notation, integers, probability, properties).

15.4   Demonstrate and explain the concepts and skills in the Mathematics strands.

- Demonstrate and explain the concepts and skills in number sense and numeration, measurement, geometry and spatial sense, patterning and algebra, and data management and probability.

15.5   Outline the problem-solving skills that students need in Mathematics.

- Outline the factors in problem solving.
- Describe approaches and generic steps in problem solving strategies.
- Assist students in applying the Ontario Curriculum inquiry process steps.

15.6   Describe approaches that can be used in modifying and adapting Mathematics.

- Describe the characteristics of low achievers in Mathematics and the implications.
- List the key factors and discuss their application in modifying and adapting Mathematics.

15.7   Describe how to use materials and equipment, including calculators and computers, in a Mathematics program.

- List supplies, materials and equipment useful in a Mathematics program.
- Describe how each of these assists in knowledge and/or skill acquisition.
- Explain the importance of and the skill of estimation.
- Describe the appropriate use of calculators and computers in Mathematics.

15.8   Reference the Health and Physical Education skills in the Ontario Curriculum and describe modifications and adaptations for students with exceptionalities.

- Reference the Ontario Curriculum for Health and Physical Education (Kindergarten, Grades 1-8 and Grades 9,10), describe its structure and demonstrate how to locate pertinent information for particular students.
- Describe the aspects that would present difficulty for students with exceptionalities and outline how approaches, equipment, etc. could be modified or adapted for them.

15.9   Reference the skills in at least one other Ontario Curriculum subject area (e.g. the Arts) and describe modifications/adaptations for students with exceptionalities.

- Reference the Ontario Curriculum for this subject area (Kdgn- Gr. 12), describe its structure and demonstrate how to locate pertinent information for particular students.
- Describe the aspects that would present difficulty for students with exceptionalities and outline how approaches, materials, equipment, etc. could be modified or adapted for these students.

Instructional and Delivery Strategies

The first aspect is to make sure the apprentices have good Mathematical skills. This will likely be done through a pre-test, general review, and follow-up exercises for those who are still weak. Particular attention should be given to common difficulties that students have (e.g. subtracting with regrouping with 0 in the subtrahend or division of fractions). Apprentices should reference the Ontario Curriculum for Mathematics from Kindergarten to Grade 10 and explore district boards' resource documents. Then apprentices can develop ideas for modification and adaptation through hands-on experience with a variety of simple materials (e.g. cereal box, bag of elastics, calendar), emphasizing real world application wherever possible. This module also lends itself well to an Internet search.

An assignment could be to have the apprentice visit a Mathematics class and report on the year's program, materials, equipment, computer programs, etc. Also, apprentices should be able to create Math games and learning activities to add to their EA kits.

Evaluation

Two levels of evaluation are needed. First, a skills survey might be conducted to see if the apprentice has the Mathematics skills needed. Then the apprentice should demonstrate the ability to assist students in learning the skills. For example, the apprentice might create a game involving particular Mathematics skills, describe how items (e.g. a cereal box) could be used to develop which skills, create learning activity cards which will guide students through an activity to reinforce specific skills or summarize techniques found on the Internet or other sources. If a search summary or a classroom visit has been included (as above), the report should be evaluated.

Number:	16
Title:	**Classroom Skills: Concrete Materials and Technology**
Duration:	Total Hours: 9 Theory: 9 Practical: 0
Prerequisites:	Reportable Subject 15
Co-requisites:	Reportable Subject 20
Cross Reference to Learning Outcomes: U5841, U5845, U5846	
Note:	Computer-based technology, including adaptations for students with exceptionalities, is part of the computer course.

General Learning Outcome

Upon successful completion, the apprentice is able to state why concrete materials, equipment and technology are important and outline the EA's role in developing, setting up and using them to support student learning.

Learning Outcomes

Upon successful completion, the apprentice is able to:

16.1   Outline the value of concrete materials, equipment and technology in enhancing student learning.

16.2   Discuss the teacher's and EA's roles regarding the use of concrete materials, equipment and technology.

16.3   Describe the efficient and effective creation and use of concrete and semi-concrete materials.

16.4   Outline general guidelines for the proper use of equipment and technology.

16.5   Describe the appropriate use of audio-visual equipment.

16.6   Describe the use of technology in enhancing student learning, including students with exceptionalities.

Learning Content

16.1   Outline the value of concrete materials, equipment and technology in enhancing student learning.

- Describe the value of concrete materials in enhancing student learning.
- Describe the value of A/V and other equipment and technology.

16.2   Discuss the teacher's and EA's roles regarding the use of concrete materials, equipment and technology.

- Describe the teacher's primary responsibility for selecting concrete materials, equipment and technology.
- Describe the EA's role in assisting the teacher and students.

16.3   Describe the efficient and effective creation and use of concrete and semi-concrete materials.

- Outline the factors to be considered when designing materials for specific students.
- Describe how to maximize the EA's efficiency when creating/obtaining materials.
- List the items needed in a "tool kit" used to produce materials.
- Describe the basic concrete items needed by EAs.
- Describe sample concrete and semiconcrete materials in Mathematics, Language Arts and integrated subjects and their use.

16.4   Outline general guidelines for the proper use of equipment and technology.

- Outline guidelines for booking procedures, preparation, handling, maintenance and student involvement.

16.5   Describe the appropriate use of audio-visual equipment.

- Describe the components of an A/V centre.
- Describe and demonstrate the proper use of A/V (e.g. tape recorder, CD/DVD, headphones and listening centres, filmstrip projector and viewer, overhead projector, VCR, television, card readers).

16.6   Describe the use of technology in enhancing student learning, including students with exceptionalities.

- Outline instructional principles in the selection and use of technology.
- Describe how and when to use "low tech" devices (e.g. simple switches).
- Describe how and when to use "high tech" devices (e.g. voice recognition, modified keyboards).

Instructional and Delivery Strategies

This is a hands-on module, including discussions, samples, demonstrations, the direct use of equipment and the creation of concrete and semi-concrete materials through an assignment. If the latter was not completed as part of a previous Reportable Subject, it should be now. Have the apprentice create an EA kit with 5+ original games, activities, etc. for various age and skill levels. Note that the kit may be developed over more than one month and cannot be effectively completed within the time limit of this module alone. All of the EA kits produced should be put on display so that all apprentices may benefit from the ideas.

In addition, learning how to use certain equipment may be more effective if it is being used for a purpose (e.g. in a group, use the tape recorder to create an independent, programmed learning segment, such as a story with follow-up questions and then a self-check of answers). For advanced technology, a visit to a site where it is used would be helpful; otherwise, a guest speaker with technological experience might be able to demonstrate or illustrate its use effectively. A tie-in should be made with the computer Reportable Subject.

Evaluation

The apprentice should be able to demonstrate and/or describe how to use equipment and technology. The EA kit assignment above should be evaluated.

Number:	17
Title:	**Exceptionalities I: Introduction to Exceptionalities**
Duration:	Total Hours: 15 Theory: 15 Practical: 0
Prerequisites:	Reportable Subjects 1 to 16 inclusive
Co-requisites:	None

Cross Reference to Learning Outcomes: U5840, U5841, U5842, U5843, U5844, U5845

Note:	Because this Reportable Subject extends some of the information in Subjects 4 to 6, apprentices should review that material before proceeding. The apprentice should cross reference material in this Reportable Subject with Subjects 4 to 6.

General Learning Outcome

Upon successful completion, the apprentice is able to discuss the special education field and factors affecting, the rights of and general approaches to students with exceptionalities, their parents, professionals and support staff.

Learning Outcomes

Upon successful completion, the apprentice is able to:

17.1   Describe, in general, the development and current state of and issues in special education.

17.2   Outline the categories of exceptionality, general etiologies, and the goals and program structures for students with exceptionalities.

17.3   Describe the roles of other support personnel and their interface with the teacher and EA roles.

17.4   Discuss the rights, responsibilities and perspectives of students with exceptionalities, their parents and the community.

17.5   Discuss advocacy by and for individuals with exceptionalities.

17.6   Discuss the future for individuals with exceptionalities.

Learning Content

17.1   Describe, in general, the development and current state of and issues in special education.

- Describe the general development of special education.
- Discuss the current support available through special education.
- Explain the current issues in special education and their implications (e.g. group and individual assessment, identification/labelling, zero reject model, discipline, inclusion/integration/segregation/congregation, staffing, funding, lobby groups, legislation).

17.2   Outline the categories of exceptionality, general etiologies, and the goals and program structures for students with exceptionalities.

- List the categories of exceptionality and reference the Ministry of Education definitions and local district school board criteria.
- Describe the general etiologies of exceptionalities and their implications.
- Outline the general educational goals for students with exceptionalities.
- Describe the aim, requirements and contents of an IEP and related responsibilities of staff.
- Describe the aim, requirements and contents of a transition plan and related responsibilities of staff, including a Transitions Assistant/Job Coach.
- Describe the aim, contents and use of a behaviour plan.

17.3   Describe the roles of other support personnel and their interface with the teacher and EA roles.

- Describe the roles of school and district professional education staff (e.g. principal, special education consultant) and their interface with the EA and teacher roles.
- Describe the roles of non-educator professional staff (e.g. speech-language pathologists, psychometrists, psychologists, social workers) and their interface with the EA and teacher roles.
- Describe the roles of medical staff from related agencies (e.g. physiotherapist, occupational therapist, nurse) and their interface with the EA and teacher roles.

17.4   Discuss the rights, responsibilities and perspectives of students with exceptionalities, their parents and the community.

- Describe the rights, responsibilities and perspectives of students with exceptionalities.
- Describe the rights, responsibilities and perspectives of parents of students with exceptionalities and organizations that provide support to them.
- Describe the rights, responsibilities, perspectives and actions of the community regarding individuals with exceptionalities.

17.5   Discuss advocacy by and for individuals with exceptionalities.

- Define advocacy and describe its values and risks.
- Discuss the process and value of self-advocacy by individuals with exceptionalities.
- Discuss the process and value of advocacy by parents for children with exceptionalities
- Discuss the process and value of advocacy by teachers and EAs for students with exceptionalities.
- Discuss the process and value of advocacy by other individuals and organizations for individuals with exceptionalities.
- Discuss advocacy for individuals (EAs) assisting those with exceptionalities.

17.6   Discuss the future for individuals with exceptionalities.

- Describe changes likely to occur in the types, etiologies, incidence, etc. of exceptionalities.
- Predict the factors affecting staffing (e.g. EAs) and the likely outcomes.
- Describe medical and technological advances likely to occur in the next 10 years and the implications for educational systems, teachers, EAs, and individuals with exceptionalities (within and beyond the school setting).

Instructional and Delivery Strategies

Because of the range of topics and related expertise needed, guest lecturers are especially valuable in this module. For example:

- A highly experienced special education teacher/consultant could speak about the development of special education.
- A district Superintendent, Special Education Consultant or Coordinator could present that board's philosophy, approach, policies and procedures, etc.
- A Transitions Assistant or Job Coach could describe that type of support.
- A physiotherapist or occupational therapist could describe that role.
- A parent of a child with exceptionalities could give the apprentice some insight into what it would be like to "walk in her shoes".
- An adult with exceptionalities could talk about his education and life.
- A member of an advocacy group of professionals and/or paraeducators working with students with exceptionalities (e.g. the Council for Exceptional Children; the Paraeducators' Network of Ontario) could explain their role, goals and actions.
- A member of an advocacy group primarily for parents of individuals with exceptionalities (e.g. Autism Society) could explain their role, goals and actions.
- An expert in the computer field could speak about leading edge hardware, software and future technology and its anticipated impact.
- A doctor or medical researcher could speak about medical advances and their implications for the educational field and the personal lifestyle of individuals with exceptionalities: past, present and future.

The apprentices will gain through group discussions and interviews within and outside the classroom. Where guest lecturers are not available, the apprentice (individually or in a group) could be assigned to interview one of the people noted above and report to the class on the role, views, interface with EAs, etc. In addition, some issues could be the content of a debate.

Evaluation

Because this information is fundamental to understanding the following subjects, it is important that apprentices demonstrate that they understand and are able to reference key information; therefore, it should be evaluated via a test (probably as part of a Reportable Subject test) and/or assignment. To some extent, the apprentice's understanding will be reflected in the apprentice's approach to and functioning in the Practicums, which are evaluated separately.

Number:	18
Title:	**Exceptionalities I:** **Behaviourally and Emotionally Challenged**
Duration:	Total Hours: 24 hours (incl. up to 12 hours for crisis intervention) Theory: 21 Individual/Group Work: 3
Prerequisites:	Reportable Subjects 1 to 16 inclusive
Co-requisites:	Reportable Subject 20

Cross Reference to Learning Outcomes: U5840, U5841, U5842, U5843, U5844, U5845

Notes:	1.	Apprentices should review Subjects 1 and 9 to 11 before proceeding with this Reportable Subject.
	2.	Teaching and using physical intervention techniques have safety and liability implications. If non-violent crisis intervention, self-defence, or any other forms of physical contact are taught, they must be taught and demonstrated by a qualified Instructor and practised until the apprentice is competent. It's recommended that a TDA assure documented competence/certification of the Instructor and consult with legal counsel before proceeding with this aspect.

General Learning Outcome

Upon successful completion, the apprentice is able to describe the characteristics of students with serious behavioural and/or emotional challenges and appropriate approaches to their education and behaviour management.

Learning Outcomes

Upon successful completion, the apprentice is able to:

18.1   Define the goal of behaviour management and the characteristics, types and incidence of students who have not achieved it.

18.2   Discuss the possible etiologies of behavioural and emotional challenges.

18.3   Describe the roles of personnel working with these students.

18.4   Outline basic approaches in dealing with these students.

18.5   Describe Attention Deficit Disorder (ADD) and ADD with Hyperactivity (ADHD) and guidelines for working with students with ADD or ADHD.

18.6   Describe Tourette Syndrome and methods of dealing with it.

18.7   Describe Fetal Alcohol Syndrome (FAS) and other drug-related conditions and methods of dealing with students with these conditions.

18.8   Describe severe to dangerous student behavioural and emotional actions and methods of dealing with them, including crisis intervention.

18.9   Discuss the implications of behavioural and emotional challenges for education and the community.

Learning Content

18.1   Define the goal of behaviour management and the characteristics, types and incidence of students who have not achieved it.

- State the goal of behaviour management.
- Outline factors affecting emotion and behaviour.
- List the types and incidence of behavioural challenges.
- Describe the characteristics of students considered behavioural, conduct disordered or emotionally disturbed.

18.2   Discuss the possible etiologies of behavioural and emotional challenges.

- Describe possible etiologies of behavioural difficulties and their implications.
- Describe possible etiologies of emotional disturbance and their implications.

18.3   Describe the roles of personnel working with these students.

- Define the teacher's role in responsibility for program and management of the behavioural approaches and team.
- Define the EA's role in working with these students and the team.
- Define the roles of other personnel assisting with behaviour management and emotional disturbance (e.g. principal, parents, social worker, behaviour counsellor, behaviour management team, psychologist, psychiatrist).

18.4   Outline basic approaches in dealing with these students.

- Explain the reason and give recommendations for preventive approaches.
- Explain the use of, and give recommendations for, supportive approaches.
- Describe supportive medical approaches.

18.5 Describe Attention Deficit Disorder (ADD) and ADD with Hyperactivity (ADHD) and guidelines for working with students with ADD or ADHD.

- Define ADD and ADHD and list the common characteristics.
- Describe the possible etiologies.
- State the incidence.
- List guidelines for working with students with ADD or ADHD.

18.6 Describe Tourette Syndrome and methods of dealing with it.

- Define Tourette Syndrome, its characteristics and incidence.
- Discuss the concept of disinhibition.
- Outline guidelines for working with students with Tourette Syndrome.

18.7 Describe Fetal Alcohol Syndrome (FAS) and other drug-related conditions and methods of dealing with students with these conditions.

- Describe how FAS and similar conditions occur.
- Describe the characteristics of students with these conditions.
- Discuss the implications of these conditions and guidelines for staff.

18.8 Describe severe to dangerous student behavioural and emotional actions and methods of dealing with them, including crisis intervention.

- Outline the types of behaviours and/or emotional actions/reactions that would be considered severe or dangerous to self or others.
- List "who does what when" in terms of the teacher's and EA's roles.
- Explain how to prevent behaviour crises.
- Outline how to be prepared for a behaviour crisis.
- Describe how to safely handle crises from verbal abuse to physical assault and outline the guidelines for each technique (e.g. when is physical restraint required; are there policies and procedures regarding this?).
- Demonstrate (if fully trained) how to use non-violent intervention methods when behaviours of a crisis nature occur.
- Explain the follow-up (e.g. record keeping) after negative behaviours have occurred.
- Discuss the types of assistance that might be needed beyond the teacher and EA roles, within and beyond the school.

18.9   Discuss the implications of behavioural and emotional challenges for education and the community.

- Describe the implications of behavioural and emotional challenges for the student.
- Discuss the implications for the educational system (including Ministry of Education and district policies and procedures).
- Discuss the implications for the community.

Instructional and Delivery Strategies

The core information could be presented in a lecture and discussion format, using the reference material. Role-playing is also a useful strategy. In addition, guest lecturers might include a behaviour management team, social worker, behaviour counsellor, psychologist or psychiatrist. Also consider presentations from organizations advocating for individuals with behavioural and emotional challenges, including parents. In some cases, adults who have or have had some of these difficulties (e.g. Tourette Syndrome) may be able to present a personal perspective. Some organizations and resource centres may have videos/DVDs available. Novels written (particularly in the 1960s and 1970s) about individuals with these challenges present another venue and, where the novel is from an earlier period, could be accompanied by how the story would change if it occurred today.

Where the Ministry or any public, educational agency in the TDA jurisdiction has policies and procedures regarding behaviour management (e.g. policy regarding physical restraint), they should be reviewed as part of this Reportable Subject, and refreshed before any Practicum.

Evaluation

Because of the importance of this area, including inherent student and staff potential risks, the apprentice should demonstrate a good understanding of roles and approaches to take. Test items might be part of a Reportable Subject test. As an assignment, apprentices might interview one of the key workers in this area (as above re guest lecturers), an individual with one of these challenges or the parent of such a student.

Where related novels are available, a book report could constitute another assignment. If apprentices have been trained in physical restraint, they must be able to demonstrate competence.

Number:	19
Title:	**Exceptionalities II: Communications**
Duration:	Total Hours: 39 Theory: 36 Individual/Group Work: 3
Prerequisites:	Reportable Subjects 1 to 18 inclusive
Co-requisites:	Reportable Subject 20
Cross Reference to Learning Outcomes: U5840, U5841, U5842, U5843, U5844	
Note:	Recommendation: 12 hr. PDD, 9 hr. hearing impairment, 3 hr. SLD, and 15 hr. speech/language, CAP and augmentative communication.

General Learning Outcome

Upon successful completion, the apprentice is able to discuss the types of communications exceptionalities and implications of these for students with communications challenges in an educational setting, and cross reference related, previously-learned material (e.g. behaviour management) and other aspects of communications in this Reportable Subject.

Learning Outcomes

Upon successful completion, the apprentice is able to:

19.1   Describe the types, characteristics, etiology and incidence of students with Pervasive Developmental Disorder (PDD), such as autism.

19.2   Describe intervention approaches for students with PDD and general implications for education, parents and the community.

19.3   Define hearing impairment and related terms and describe how it is assessed.

19.4   Describe the types of hearing impairment and etiologies and the implications.

19.5   Describe the Specific Learning Disabilities (SLD) field and outline the characteristics and assessment of students with SLD.

19.6   Describe the teacher and EA roles, factors affecting progress, and intervention approaches with students with SLD.

19.7   Define the roles of people working with individuals with speech/language difficulties.

19.8   Describe how speech is generated, its components, development, disorders and intervention strategies and activities.

19.9   Describe language, its acquisition and components, observation of language skills, and intervention strategies and activities.

19.10   Define Central Auditory Processing (CAP), describe support roles, and list interventions.

19.11   Describe various types and uses of augmentative communication and demonstrate some of the basic augmentative communication signs used in educational settings.

Learning Content

19.1   Describe the types, characteristics, etiology and incidence of students with Pervasive Developmental Disorder (PDD), such as autism.

- Describe the characteristics, etiology and incidence of autism.
- Describe Asperger's Syndrome.
- Describe Childhood Disintegration Disorder.
- Describe Rett's Syndrome.
- Discuss PDD-NOS and its implications.

19.2   Describe intervention approaches for students with PDD and general implications for education, parents and the community.

- Describe approaches to the general classroom, learning styles/educating styles, behaviour management and communications development.
- Discuss the implications of PDD on parents and the community.

19.3   Define hearing impairment and related terms and describe how it is assessed.

- Define hearing impairment and state the general implications.
- Define related terms (e.g. audiologist, deaf, decibel, hertz, residual hearing) and label a cross-section drawing of the ear.
- List observations that might suggest an individual has a hearing impairment.
- Describe hearing assessment: air conduction, bone conduction, ear drum/tympanic membrane, and masking and show how air conduction results are recorded on an audiogram.

19.4   Describe the types of hearing impairment and etiologies and the implications.

- Describe conductive hearing loss and its etiology.
- Describe sensorineural loss and its etiology.
- Discuss methods of preventing hearing loss.
- Describe medical interventions (e.g. cochlear implant) and implications.
- Describe assistive devices (e.g. hearing aid, FM system, technological devices) and how to troubleshoot basic problems with them.
- Describe the hearing impairment-augmentative communication connection.
- Outline the implications for the classroom and school.
- Discuss the implications for the community, including the "deaf community".

19.5   Describe the Specific Learning Disabilities (SLD) field and outline the characteristics and assessment of students with SLD.

- Describe the development of and current SLD field and terms used.
- Describe the characteristics of students with SLD.
- Describe the basic aspects of assessment re learning disabilities: academic and learning strengths and weaknesses.

19.6   Describe the teacher and EA roles, factors affecting progress, and intervention approaches with students with SLD.

- Outline the teacher's role in program and management.
- Describe the EA's role and list ways to increase the EA's effectiveness.
- Describe other factors that affect progress: physical-medical, educational approach, adolescence and parents.
- Discuss sample intervention approaches (e.g. metacognition, learning style, learning techniques, study skills).
- Describe remediation and coping strategies.

19.7   Define the roles of people working with individuals with speech/language difficulties.

- Define the roles of the EA, volunteer, medical staff, speech/language pathologist, school personnel, and parents, with these students.

19.8   Describe how speech is generated, its components, development, disorders and intervention strategies and activities.

- Describe the anatomy and components of speech, including labelling a drawing of the mechanisms of speech.
- Define and explain difficulties with articulation and voice.
- Describe dysfluency (stuttering) and intervention strategies for it.
- Describe general intervention strategies and activities for speech difficulties.

19.9   Describe language, its acquisition and components, observation of language skills, and intervention strategies and activities.

- Define receptive and expressive language.
- Describe and reference normal language development from birth to fluency, in terms of ages, characteristics, purpose, vocabulary, syntax and comprehension.
- Discuss pragmatics, syntax, morphology, semantics and phonology.
- Describe general intervention strategies and activities.

19.10   Define Central Auditory Processing (CAP), describe support roles, and list intervention strategies.

- Define CAP and describe its characteristics and implications.
- List intervention strategies for students with CAP difficulties.

19.11   Describe various types and uses of augmentative communication and demonstrate some of the basic augmentative communication signs used in educational settings.

- Describe what augmentative communication is, the types, and the circumstances requiring it.
- Demonstrate some of the basic augmentative communication used in education.

Instructional and Delivery Strategies

Given the amount of material in this Reportable Subject, a variety of strategies is recommended from lectures, references, videos/DVDs, discussions and role-playing to guest lecturers (e.g. parent or teacher of a child with autism, hearing impaired adult, speech-language pathologist, audiologist). As an assignment, apprentices might interview one of the workers in this area (as above re guest lecturers), an individual with one of these challenges, the parent of such a student or an advocate. Another assignment could be a topical Internet search.

Evaluation

Emphasis in evaluation of this module should focus on the understanding of the conditions and knowledge of appropriate strategies, through a test and/or assignment.

Number:	20
Title:	**The Educational Assistant Role: Practicum**
Duration:	Total Hours: 264 Theory: 24 Practical: 240
Prerequisites:	Reportable Subjects 1 to 13 inclusive
Co-requisites:	Reportable Subjects 14 to 19

Cross Reference to Learning Outcomes: U5840, U5841, U5842, U5843, U5844, U5845, U5846, U5847

Note:	Unless the apprentice has pertinent prior experience, a minimum of two students of the ones being assisted should be students with exceptionalities IPRC-identified as behavioural and/or communications. Two different educational settings should be used to complete the hours in this Subject, with the second including students with intellectual and/or multiple exceptionalities, if the apprentice does not have such prior experience.

General Learning Outcome

Upon successful completion, the apprentice is able to apply the appropriate attitudes, knowledge and skills to work successfully as an Educational Assistant, under the direction of a teacher, in an educational setting. This includes, but is not limited to, demonstrated capability in assisting students with behavioural and/or communications exceptionalities, intellectual/developmentally delayed, physical and/or multiple exceptionalities

Learning Outcomes

Upon successful completion, the apprentice is able to:

20.1   Analyze student-based situations requiring solutions by EAs, determine a range of potential solutions, select the most appropriate solution and discuss them with the teacher.

    N.B. this outcome relates to the theory portion of this Reportable Subject, as well as its practicum application and evaluation; cross-reference it to Subject 10.

20.2   Demonstrate appropriate employee behaviour in terms of attendance, punctuality and appropriate personal appearance.

20.3   Establish and maintain a positive rapport with the staff in general and, in particular, the teacher(s) with whom the apprentice is working.

20.4   Demonstrate an understanding of the EA and related roles, as in the acceptance of and ability to follow teacher direction.

20.5   Discuss with the teacher and understand the long term and short term learning objectives for each assigned student.

20.6   Regularly record teacher direction and quality, objective observations on the EA Planning Log about each student the apprentice is working with and summarize background information needed to work effectively with each student.

20.7   Provide appropriate feedback to the teacher regarding the observations of assigned students each day and discuss the teacher's planning/direction for the apprentice's next day.

20.8   Carry out preparations for learning activities, as determined by the teacher.

20.9   Establish and maintain a positive rapport with and demonstrate an empathy for students, particularly the assigned students.

20.10   Effectively manage the behaviour and work of the assigned students, under teacher direction.

20.11   Demonstrate initiative and creativity in presenting ideas to the teacher and, with teacher agreement, develop and implement them.

20.12   Demonstrate the ability to be flexible when changes are needed.

20.13   Set up and operate/use the materials, kits and equipment employed in an educational setting.

20.14   Demonstrate an accurate knowledge of and the ability to assist with the skills required by the students (e.g. oral and written language skills, math skills, computer skills).

20.15   Carry out safe work practices.

20.16   Display a positive approach in all areas.

20.17   Assist the teacher in providing a safe student and staff environment and carrying out safe work practices.

20.18   Effectively assist students, including those with behavioural and/or communications exceptionalities.

20.19   Carry out self-analysis and receive teacher evaluation regarding EA knowledge and skills and make and carry out plans for further learning.

Learning Content

Because every educational situation is unique, the Specific Learning Outcomes above will be used as the base for learning and evaluation, and will not be subdivided into Learning Content for any of the Practicums.

Evaluation

The teacher(s) with whom the apprentice is working will provide direction and feedback to the apprentice throughout the placement. The teacher will complete a written evaluation on the TDA's form and discuss it with the apprentice. The evaluation will be based on the learning outcomes listed above and assessed in relation to what should be expected of an apprentice in training, with a general familiarity with educational settings.

For each of the two different settings, the TDA Instructor will conduct one or more on- site visits, evaluate the EA Planning Logs and, subsequent to the on-site experience, provide a written examination based on situational analyses. The teacher's evaluation will comprise part of this Reportable Subject's final mark.

Number:	21
Title:	**Exceptionalities III: Intellectually Challenged**
Duration:	Total Hours: 9 Theory: 9 Practical: 0
Prerequisites:	Reportable Subjects 1 to 19 inclusive
Co-requisites:	Reportable Subject 20

Cross Reference to Learning Outcomes: U5840, U5841, U5842, U5843, U5844, U5845, U5846

Note:	Because EAs seldom work with students identified as gifted, only basic information will be provided, to round out the apprentice's understanding of exceptionalities.

General Learning Outcome

Upon successful completion, the apprentice is able to describe intellectual challenges, team roles, expectations, skills, and supports for these individuals.

Learning Outcomes

Upon successful completion, the apprentice is able to:

21.1   Describe the intellectually challenged/developmentally delayed (DD) field and general approaches.

21.2   Describe developmental delay, state its incidence, differentiate among mild, moderate, severe and profound DD, and discuss etiologies and prevention.

21.3   Outline the roles of the team supporting individuals with intellectual challenges/DD and define appropriate expectations.

21.4   Describe appropriate programs.

21.5   Discuss transitions and community support.

21.6   Discuss the possible future for individuals with intellectual challenges/DD and the implications.

21.7   Define gifted and talented, list the characteristics and describe assessment procedures.

21.8   Describe major program approaches for students identified as gifted and the implications for home, school and community.

Learning Content

21.1 Describe the intellectually challenged/developmentally delayed (DD) field and general approaches.

- Describe the challenges and changes in the intellectually challenged/DD field.
- Discuss program delivery/placement approaches (e.g. regular vs. special class).
- Outline general program approaches.
- List the characteristics of successful programs for these students.

21.2 Describe developmental delay, state its incidence, differentiate among mild, moderate, severe and profound DD, and discuss etiologies and prevention.

- Define developmental delay and describe how it is determined.
- List the general characteristics and incidence of DD.
- Explain the similarities and differences among mild, moderate, severe and profound DD and the implications.
- Discuss known and potential etiologies.
- Describe how to prevent some etiologies leading to developmental delays.

21.3 Outline the roles of the team supporting individuals with intellectual challenges/DD and define appropriate expectations.

- Define the roles of the EA, Health Assistant, teacher, principal, other school staff, other support staff and parents, in relation to these individuals.
- Discuss appropriate expectations in the areas of behaviour, social skills, self-help skills, academics, and long-term goals.

21.4 Describe appropriate programs.

- Describe a basic living skills program.
- Outline a basic academic skills program.
- Describe appropriate vocational skills.

21.5 Discuss transitions and community support.

- Describe a transitions plan.
- Discuss Job Coach/Transitions Assistant support and job site experience.
- Outline community support (e.g. associations for parents, alternate care, sheltered workshops).

21.6   Discuss the possible future for individuals with intellectual challenges/DD and the implications.

- Discuss the possible future for these individuals due to medical and technological developments and research.
- Describe the implications for education.
- Discuss the implications for the individual and the community.

21.7   Define gifted and talented, list the characteristics and describe assessment procedures.

- Define gifted, talented, gifted (in-depth) programming and enrichment.
- List the characteristics of students identified as gifted.
- Describe assessment procedures and the implications.

21.8   Describe major program approaches for students identified as gifted and the implications for home, school and community.

- Describe the potential EA role in assisting students identified as gifted.
- Outline major program approaches for these students.
- Discuss implications for the home, school and community.

Instructional and Delivery Strategies

In addition to lecture, reference material and discussions for the main content, videos, slides, etc. could show how students with intellectual challenges/DD are alike others as well as have special learning needs. If the apprentice has not worked with these students before, it would be beneficial to visit an educational setting to observe and work with some and discuss the strengths and needs with staff. Guest lecturers might include staff who have worked with these students, parents, community support workers and advocacy group representatives.

Assignments could be to create appropriate concrete, semiconcrete or semiabstract materials (e.g. protective vocabulary signs) or compile an Internet annotated bibliography.

In the gifted area, sometimes students who have received in-depth programming can be good advocates, as well as experts in this field and parents. Taking part in a curriculum minimodule for students who are gifted can be a good simulation for apprentices.

Evaluation

Emphasis in evaluation of this module should focus on the understanding of the conditions and knowledge of appropriate strategies, through a test (as part of a Reportable Subject test) and/or assignment.

Number:	22		
Title:	**Exceptionalities III: Physically Challenged**		
Duration:	Total Hours: 21	Theory: 21	Practical: 0
Prerequisites:	Reportable Subject 21		
Co-requisites:	Reportable Subject 20		

Cross Reference to Learning Outcomes: U5840, U5841, U5842, U5843, U5844, U5845, U5846

Notes:	1.	Recommendations: 6 hrs. limited vision/blind, 6 hr. CP, spina bifida and MD, 6 hrs. diabetes, epilepsy, ABI and other conditions, 3 hr. working with students with physical challenges.
	2.	Because parts of Subjects 1 and 2 relate to this Reportable Subject, apprentices should review Subjects 1 and 2 before beginning Reportable Subject 22 and cross- reference it throughout.

General Learning Outcome

Upon successful completion, the apprentice is able to describe various types of physical challenges and how to effectively assist students with physical challenges.

Learning Outcomes

Upon successful completion, the apprentice is able to:

22.1   Describe the visual process, assessment of visual functioning, and the types, degrees and etiologies of visual impairment.

22.2   Describe implications of working with students who have limited vision or are blind.

22.3   Define cerebral palsy, its types and etiology.

22.4   Describe implications of working with students with cerebral palsy.

22.5   Describe the types and etiology of spina bifida and related complications.

22.6   Outline major interventions for students with spina bifida.

22.7   Define muscular dystrophy and discuss its etiology, prognosis and types.

22.8   Describe major interventions for students with muscular dystrophy.

22.9   Describe diabetes, its treatment and implications for students with diabetes.

22.10   Describe epilepsy, its treatment and implications for students with epilepsy.

22.11   Discuss acquired brain injury (ABI), its assessment and implications.

22.12   Describe other physically challenging conditions of students that EAs might assist.

22.13   Outline the basic role, knowledge and skills EAs must know to work effectively with students with physical challenges.

Learning Content

22.1   Describe the visual process, assessment of visual functioning, and the types, degrees and etiologies of visual impairment.

- Describe the structure of the eye, visual process and primary functions.
- Define visual acuity, legal blindness and partially sighted.
- Reference observable clues to vision problems.
- Outline the roles of professionals in vision assessment.
- Describe the types of visual difficulties and classroom implications
- State the incidence, major types and etiology of visual difficulties

22.2   Describe implications of working with students who have limited vision or are blind.

- Discuss the major intervention approaches, including assistive devices.
- Discuss communications systems for students with visual impairment.
- Outline implications of how to work with students with visual impairment.

22.3   Define cerebral palsy, its types and etiology.

- Define cerebral palsy.
- Outline clinical signs and describe the types and incidences.

22.4   Describe implications of working with students with cerebral palsy.

- Describe major intervention approaches and assistive devices.
- Outline the implications for educational systems.

22.5   Describe the types and etiology of spina bifida and related complications.

- Define and describe spina bifida.
- Explain the incidence, etiology and development of spina bifida.
- Outline the types and illustrate open myelomeningocele.
- Describe hydrocephalus.

22.6   Outline major interventions for students with spina bifida.

- Describe major medical interventions.
- Describe assistive devices.
- Outline the implications for the educational system of educating a student with spina bifida and hydrocephalus.

22.7   Define muscular dystrophy and discuss its etiology, prognosis and types.

- Define muscular dystrophy and state its etiology and likely prognosis.
- Describe the two main types of MD.

22.8   Describe major interventions for students with muscular dystrophy.

- Describe major medical interventions.
- Describe assistive devices.
- Outline the implications for the educational system of educating a student with muscular dystrophy.

22.9   Describe diabetes, its treatment and implications for students with diabetes.

- Describe the incidence, types, etiology and symptoms of diabetes.
- Outline the medical treatment of diabetes.
- Outline the implications for the school of educating a student with diabetes.

22.10   Describe epilepsy, its treatment and implications for students with epilepsy.

- Describe the incidence, types, etiology and symptoms of epilepsy.
- Outline the medical treatment of epilepsy.
- Outline the implications for the school of educating a student with epilepsy.

22.11   Discuss acquired brain injury (ABI), its assessment and implications.

- Describe ABI and its assessment.
- Outline the implications for educating a student with ABI.

22.12   Describe other physically challenging conditions of students that EAs might assist.

- Describe cystic fibrosis, its incidence, etiology and implications.
- Describe osteogenesis imperfecta, its incidence, etiology and implications.
- Describe arthrogryposis multiplex congenita (AMC), its types, incidence, etiology and implications.
- Describe spinal muscular atrophy, its incidence, etiology and implications.
- Describe accident-generated physical challenges and their implications.

22.13   Outline the basic role, knowledge and skills EAs must know to work effectively with students with physical challenges.

- Describe the types of Assistant that might be needed and their roles.
- Discuss aims and suggestions for positioning those with motor difficulties.
- Name the parts and functions of wheelchairs.
- Outline how to communicate with someone in a wheelchair, handle it and perform wheelchair transfers safely (self, one person and two person).
- Describe the processes of clean, intermittent catheterization and shallow suctioning.
- Define orthosis and prosthesis, describe them and their use and project their future development and implications.
- Outline the assistive devices program and its application.
- Describe how to protect your own body and work safely when assisting a student with physical challenges, including using a mechanical lift.
- Describe and demonstrate related aspects such as mobility training.

Instructional and Delivery Strategies

Lectures, references, discussions, videos/DVDs, role-playing, etc. can build a base but having someone with a physical challenge (e.g. spina bifida) and/or his parent make the presentation can be very effective. A wide range of other guest lecturers is possible, such as medical staff and educators who have a lot of experience in assisting students with physical challenges. A visit to an orthopedic and/or rehabilitation centre can be useful. In addition, apprentices need to experience using a wheelchair and must practice wheelchair transfers until they are competent. Cross-referencing with Reportable Subjects 1 and 2 is very important.

Evaluation

Emphasis in evaluation of this module should focus on the understanding of the condition and knowledge and demonstration of appropriate strategies (e.g. transfers).

Number:	23

Title: **Exceptionalities III: Multiply Challenged**

Duration: Total Hours: 9 Theory: 9 Practical: 0

Prerequisites: Reportable Subject 22

Co-requisites: Reportable Subject 20

Cross Reference to Learning Outcomes: U5840, U5841, U5842, U5843, U5844, U5845, U5846

Notes:
1. Although some districts count any two exceptionalities in the same individual as multiple, a primary group of individuals identified as having multiple exceptionalities and requiring a major amount of assistance will be those who are intellectually and physically challenged.

2. Much of the information presented in Reportable Subjects 1, 2, 21 and 22 will apply to students who are multiply challenged; therefore, apprentices should review and cross-reference that material.

General Learning Outcome

Upon successful completion, the apprentice is able to describe multiple challenges, roles, expectations, skills and supports for individuals with multiple challenges.

Learning Outcomes

Upon successful completion, the apprentice is able to:

23.1 Define multiple challenges and describe the etiologies and correlational factors.

23.2 Outline the roles of the team members assisting this student.

23.3 Describe common medically-oriented procedures with these students.

23.4 Outline appropriate programming.

23.5 Describe the community support that is needed.

23.6 Discuss the possible future for students with multiple challenges, particularly with regard to medical and technological advances.

Learning Content

23.1   Define multiple challenges and describe the etiologies and co-relational factors.

- Describe the general world of assisting students with multiple challenges.
- Define multiple challenges.
- Describe the range of etiologies and correlations.
- Describe multiple-factor syndromes (e.g. William's Syndrome).

23.2   Outline the roles of the team members assisting this student.

- Define the roles of the EA, Health Assistant, teacher, principal, other school staff, other support staff and parents.

23.3   Describe common medically-oriented procedures with these students.

- Outline the necessary training, qualifications of trainers and responsibility for training for these procedures.
- Describe the general procedures and considerations for each of the following: mental health support, seizures, shallow suctioning, toileting, oral feeding, tube feeding, and terminal illnesses.

23.4   Outline appropriate programming.

- Outline the basic factors and components in programs for students with multiple challenges.
- Outline the programming implications for multiple-factor syndromes, such as William's Syndrome.
- Describe the skills and general approaches for each of the following:
  o   motor skills: gross, fine and integrated.
  o   cognitive skills.
  o   basic living skills: expectations, self-help, home-based, social and community- based.
  o   basic academic skills.
  o   vocational skills: transitional and job-related.
- Describe appropriate technology to assist these students.

23.5   Describe the community support that is needed.

- Discuss the need for acceptance of, and advocacy for, these individuals.
- Describe accessibility needs.
- Describe community support agencies, organizations and facilities.

23.6   Discuss the possible future for students with multiple challenges, particularly with regard to social, medical and technological advances.

- Describe how social and medical advances may increase or decrease the number and severity of multiple challenges.
- Describe how medical and technological advances have assisted and are likely to assist individuals with multiple challenges.

Instructional and Delivery Strategies

As with the previous Reportable Subjects in this unit, lectures, references, discussions, videos/DVDs, role-playing, etc. can build a base but having the parent, teacher and/or EA of someone with multiple challenges make the presentation can be very effective. A wide range of other guest lecturers is possible, such as medical staff, psychologists, parents and educators who have experience in assisting these students. A visit to a rehabilitation centre can be useful.

Evaluation

Emphasis in evaluation of this module should focus on the understanding of the conditions and knowledge of appropriate strategies.

Appendix A:

Cross Analysis of the Ontario EA Curriculum Standard with the International Council for Exceptional Children Standards

CEC Knowledge and Skills for Beginning Special Education Paraeducators	Ontario Curriculum Standard: Reportable Subject(s)
1. **Philosophical, Historical, and Legal Foundations of Special Education** *Knowledge:* K1: Purposes of programs for individuals with exceptionalities.	4, 5, 6, 14 to 23.
K2: Beliefs, traditions, and values across cultures and their effect on the relationships among children, families, and schooling.	3, 4, 5, 6, 12, 17.
K3: Rights and responsibilities of parents and children/youth as they relate to individual learning needs.	4, 5, 6, 9, 10, 11, 14 to 23.
K4: The distinctions between roles and responsibilities of professionals, paraeducators, and support personnel. *Skills:*	4 to 11, 14 to 23.
S1: Perform responsibilities under the supervision of a certified/licensed professional in a manner consistent with the requirements of law, rules and regulations, and local district policies and procedures.	1, 2, 4, 5, 6, 7, 8, 20.
2. **Characteristics of Learners** *Knowledge:* K1: Impact of differential characteristics of individuals with exceptionalities on the individual's life and family in the home, school, and community.	3 to 23.
K2: Indicators of abuse and neglect that put students at risk. *Skills (as per beginning sp. ed. teachers):*	3, 4, 12.
S1: Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.	Throughout

CEC Knowledge and Skills for Beginning Special Education Paraeducators	Ontario Curriculum Standard: Reportable Subject(s)
3. Assessment, Diagnosis, and Evaluation *Knowledge:* K1: Rationale for assessment. *Skills:* S1: Demonstrate basic data collection techniques. S2: With direction from a professional, make and document objective observations appropriate to the individual with exceptional learning needs.	 Throughout 1, 2, 4 to 13, 20. 4 to 13, 14 to 23.
4. Instructional Content and Practice *Knowledge:* K1: Demands of various learning environments on individuals with exceptional learning needs. K2: Basic instructional/remedial methods, techniques and materials. K3: Basic technologies appropriate to individuals with exceptional learning needs. *Skills:* S1: Establish and maintain rapport with learners. S2: Use developmentally and age-appropriate strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives. S3: Assist in adapting instructional strategies and materials according to the needs of the learner. S4: Follow written plans, seeking clarification as needed.	 3, 4, 5, 6, 12, 13, and 14 to 23. 13, 14 to 23. 13, 14 to 23. 4 to 11, 20. 7, 8, 13, 14 to 23. 13, 14 to 23. 4 to 8, 17, 20.

CEC Knowledge and Skills for Beginning Special Education Paraeducators	Ontario Curriculum Standard: Reportable Subject(s)
5. Supporting the Teaching and Learning Environment *Knowledge (as per beginning sp. ed. teachers):* K1: Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs.	4 to 11, 13, 14 to 23.
K2: Research-based best practices for effective management of teaching and learning.	4, 5, 6, 14 to 23.
K3: Ways in which technology can assist with planning and managing the teaching and learning environment.	13, 14 to 23.
Skills: S1: Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures.	1, 2, 4 to 11, 17 to 20.
S2: Use basic strategies and techniques for facilitating the integration of individuals with exceptional learning needs in various settings.	4, 5, 6, 9, 10, 11, 13, 14 to 23.
S3: As directed by a certified/licensed professional, prepare and organize materials to support teaching and learning.	4, 5, 13, 14 to 23.
S4: Use strategies that promote the learner's independence.	4 to 11, 13, 14 to 23.

CEC Knowledge and Skills for Beginning Special Education Paraeducators	Ontario Curriculum Standard: Reportable Subject(s)
6. **Managing Student Behaviour and Social Interaction Skills** *Knowledge:* K1: Rules and procedural safeguards regarding the manage- ment of behaviours of individuals with exceptional learning needs.	2, 4, 5, 6, 9, 10, 11, 17 to 23.
Skills: S1: Demonstrate effective strategies for the management of behaviour.	2, 4, 5, 6, 9, 10, 11, 17 to 23.
S2: Use appropriate strategies and techniques to increase the individual's self-esteem, self-awareness, self-control, self-reliance and self-advocacy.	4 to 11, 14 to 23.
S3: Assist in modifying the learning environment to manage behaviour.	11, 17 to 23.
S4: Collect and provide objective, accurate information to professionals, as appropriate.	4, 5, 6, 7, 8, 14 to 23.
S5: Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.	9, 10, 11, 12, 17 to 23.
7. **Communication and Collaborative Partnerships** *Knowledge:* K1: Characteristics of effective communication with children, youth, families, and school and community personnel.	4, 5, 6, 9, 10, 11, 17, 18.
K2: Common concerns of parents of individuals with exceptionalities.	4, 5, 6, 17 to 23.
K3: Roles of individuals with exceptionalities, parents, teachers, paraeducators, and other school and community personnel in planning an individualized program.	4, 5, 6, 17.
K4: Ethical practices for confidential communication about individuals with exceptionalities.	4, 5, 6, 17.
Skills: S1: Under the direction of a certified/licensed professional, use constructive strategies in working with individuals with exceptional	Throughout

CEC Knowledge and Skills for Beginning Special Education Paraeducators	Ontario Curriculum Standard: Reportable Subject(s)
learning needs, parents, and school and community personnel in various learning environments.	
S2: Follow the instructions of the professional.	
S3: Foster respectful and beneficial relationships between families and other school and community personnel.	4 to 11, 20. 4, 5, 6, 17 to 23.
S4: Participate as requested in conferences with families or primary caregivers as members of the educational team.	4, 5, 6, 17, 18, 20.
S5: Use appropriate basic educational terminology regarding students, programs, roles and instructional activities.	4 to 23.
S6: Demonstrate sensitivity to diversity in cultural heritages, life-styles and value systems among children, youth, and families.	4 to 12, 14 to 23.
S7: Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one's own personal strengths and preferences.	1, 2, 4 to 23.

CEC Knowledge and Skills for Beginning Special Education Paraeducators	Ontario Curriculum Standard: Reportable Subject(s)
8. Professionalism and Ethical Practices *Knowledge:* K1: Personal cultural biases and differences that affect one's ability to work effectively with children, youth, families, and other team members.	4, 5, 6, 9, 17.
K2: The paraeducator as a role model for individuals with exceptional learning needs.	4, 5, 6, 17.
Skills: S1: Demonstrate commitment to assisting learners in achieving their highest potential.	Throughout
S2: Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraeducators, professionals, and other support personnel.	Throughout
S3: Function in a manner that demonstrates the ability to separate personal issues from one's responsibilities as a paraeducator.	Throughout
S4: Demonstrate respect for the culture, religion, gender and sexual orientation of individual students.	Throughout
S5: Promote and maintain a high level of competence and integrity.	Throughout
S6: Exercise objective and prudent judgement. S7: Demonstrate proficiency in academic skills including oral and written communication.	4, 5, 6, 14 to 18, 20. Throughout
S8: Engage in activities that promote paraeducators' knowledge and skill development.	Throughout
S9: Engage in self-assessment activities. S10: Accept and use constructive feedback. S11: Practice within the context of the CEC Code of Ethics and other written standards and policies of the school or agency where they are employed.	Throughout Throughout Throughout

Appendix B: Bibliography

The following references have been used in the preparation of these standards. Some of them include much more extensive bibliographies, sometimes including Internet sites, developed and applicable on a broader base. Please note that TDAs may use whatever references they wish, providing they cover the learning outcomes in each Reportable Subject.

References	Primary, Related Subjects
The Canadian Red Cross (1994). First Aid: The Vital Link. San Bruno, CA, The StayWell Co. 286 pp.	1, 2.
The Canadian Red Cross (Fall, 2000). Canadian Red Cross Curriculum Resources. *This document cross-references pertinent safety aspects of the Ontario Curriculum with Red Cross programs and resources.*	1, 2.
The Child and Family Services Act and Regulations	4.
Computers: *Access the reference manuals for and the help information included with each program.*	13.
District Board of Education Policies and Procedures Manual(s)	1, 2, 4, 5, 6, 7, 8, 11, 17 to 23.
Education Safety Association of Ontario (www.esao.on.ca) For further support (e.g. WHMIS, health and safety committees, resources, links).	2.
Information and Privacy Commissioner (IPC) website; FOIP legislation and regulations	4, 5.

Internet: Most topics, such as the following:
    Curriculum: *Multiple sites, often designed for teachers or parents.*
    Exceptionalities: *Multiple sites, often designed for teachers or parents, such as:* the Council for Exceptional Children.
 	
    Information and Privacy, *such as:*
    Information and Privacy Commissioner (IPC) Ontario website IPC: most provinces/states and many countries
 	
    Suicide prevention centres, such as:
    AAS Centres: American Association of Suicidology Befrienders International
    Crisis Centres
    The Ontario Association of Distress Centres
    IEC: Suicide Information and Education Centres (Canada) World Health Organization
    Youth Suicide Prevention Information
	4, 5, 6, 13, 14 to 23.
	4 to 11, 14 to 23.
	4.
	
	3.

References	Primary, Related Subjects
Language Arts: *In addition to other references herein, there are many teacher-based and internet references that would also be useful, such as:* Tarasoff, M. (1993). Reading Instruction that Makes Sense. Victoria, B.C., Active Learning Institute. Walker, B. (1992). Diagnostic Teaching of Reading, 2nd ed. Toronto, Maxwell Macmillan.	14.
Mathematics and Other Curriculum: *In addition to other references herein, there are many teacher-based and internet references that would also be useful.*	15.
Ministry of Labour (1998). Occupational Health and Safety Act and WHMIS Regulation. Toronto, Queen's Printer.	1, 2.
Ministry of Labour (1998). Workplace Hazardous Materials Information System (WHMIS): A Guide to the Legislation. Toronto, Queen's Printer.	2.
Ontario Ministry of Education: The Education Act and Regulations. Policies and Program/Procedures memos Ontario Curriculum: Kdgn. to Gr. 12 and related documents	4, 5, 6, 17, 18. 4 - 8, 17, 18, 20. 2, 4 to 8, 13 to 23.
Personal and Interpersonal Dynamics references: *Many sources/references are available regarding this topic, such as works by people such as:* Steven Scott, Brian Tracy, Louis Tice, John Gray, Robert Schuller, Jack Canfield and Mark Victor Hansen, Gary Smalley, and Zig Ziglar.	9.
Pittaway, J. (2001). The Educational Assistant, Update 2000 Version. Hamilton, JP Enterprises, (905) 627-4414. (*Use International Edition for most of these subjects when available*.)	2, 4, 5, 6, 7 to 11, 14 to 17.
Rice, F. P. (1992). Human Development: A Life-span Approach. New York, MacMillan *or any college/university level developmental psychology text that covers the outcomes*.	12.
St. John Ambulance (1993). HeartStart: CPR Workbook, 2nd ed. Ottawa, Priory of Canada.	1, 2.
St. John Ambulance (1994). First Aid, First on the Scene. Ottawa, Priory of Canada.	1, 2.

References	Primary, Related Subjects
St. John Ambulance (1996). First on the Scene: The Complete Guide to First Aid and CPR, 2nd edition. Ottawa, Priory of Canada.	1, 2.
Wood, S. et al (1999). The World of Psychology, 2nd Canadian Edition. Desmarais, Allyn & Bacon *or any college/university level introductory psychology text that covers the outcomes*.	12.

Note: There are multiple other references (books, internet sites, videos, etc.), most of which are primarily written for teachers or parents, which will be valuable to apprentices/EAs.

skilledtradesontario.ca