

Learning Activities

The following activities can help you learn more about "Collaborative Teamwork."

Activity #1: Draw the "ideal collaborative team member"

Step 1. Write a list of the characteristics of an ideal collaborative team member. Do this by thinking of the characteristics of various people you thought were great to work with. What characteristics did they have that caused you to think so highly of them?

Step 2. Draw a picture of an ideal collaborative team member that combines the most favorable characteristics from the list you wrote in Step 1. Label each characteristic. Don't worry if you aren't very good at drawing. The drawings of most people who do this activity are funny and creative.

Step 3. Select two or three characteristics that you would like to improve yourself, and list those under your drawing. Share this list with the classroom teacher. Ask him or her to give you feedback on your effort to improve these skills.

Step 4. Post your drawing in a place that will help remind you of your commitment to improve your own collaborative skills.

Activity #2: Understand the "support roles of paraeducators"

Step 1. On the internet, connect to www.uvm.edu/~paraprep/downloads/worksheet29.pdf.

Step 2. Download and print the PDF (Portable Document Format) file. In case you do not have "Acrobat Reader" from Adobe installed in your computer, you may download it from <http://www.adobe.com/products/acrobat/readmain.html>. Adobe Reader is a free software and it's easy to install.

Step 3. On the internet, connect to <http://www.uvm.edu/~uapvt/parasupport/sharedindex.html> and read the "Developing a Shared Understanding: Paraeducator Supports for Students with Disabilities in General Education" article. More specifically, refer to items numbered 1 through 28.

Step 4. Using the worksheet you downloaded, respond to each of the items numbered 1 through 28 in the left column, by filling in the boxes under the two columns labeled as "IMPORTANT" and "OCCURRING." Reminder: In order for you to respond to each of the statements you will need to refer to the article mentioned in Step 3 which can be found at <http://www.uvm.edu/~uapvt/parasupport/sharedindex.html>.

Directions:

a. Read each statement numbered 1 through 28 in the article found at the above link.

b. Respond by:

1. checking the box that most closely indicates your level of agreement regarding the importance of the statement under the column labeled "IMPORTANCE." Check a number 1 through 4 to indicate your level of agreement with each of the 28 statements. 1 = Strongly disagree

2 = Disagree

3 = Agree

4 = Strongly agree

2. checking a number 1 - 4 to indicate your level of agreement with each of the statements regarding the extent to which this indicator occurs in your school in the right column labeled "OCCURRING."

1 = Strongly disagree

2 = Disagree

3 = Agree

4 = Strongly agree

Reminder: This activity is for you to reflect on the 28 indicators depicted in the article "Developing a Shared Understanding: Paraeducator Supports for Students with Disabilities in General Education."

Step 5. Ask the classroom teacher and/or special educator to schedule a meeting with them to discuss your reflections and gain their insights. Discuss what you and/or the classroom teacher and special educator can do in order to address indicators that you all agree are important.

Activity #3: Develop a schedule for collaborative feedback.

Step 1. Ask the classroom teacher and/or special educator if you can schedule regular meetings with them to discuss daily tasks and to share feedback about your work.

Step 2. Keep a record of each meeting and regularly review your progress in an effort to improve your skills.

Activity #4: Identify training needs.

Step 1. Ask the classroom teacher and/or special educator if you can meet in order to discuss your training needs.

Step 2. Based on your daily tasks, identify and list the skills you need to improve and areas in which you may need to receive additional training. Confirm your ideas with the classroom teacher and/or special educator.

Step 3. Record these areas you need to improve in the table provided below under the column labeled "What are the training needs?" in the table below.

Step 4. Record how the identified "training needs" will be addressed. List strategies in the table under the third column labeled "When will the training needs be addressed?"

Step 5. Discuss your ideas with the classroom teacher and/or special educator and develop a timeline for meeting the identified training needs. Set and list specific dates that you anticipate to meet the training needs in the table under the third column labeled "When will the training needs be addressed?"

#	What are the training needs?	How will the training needs be addressed?	When will the training needs be addressed?
1			
2			
3			