

Top 10



By Kevin Pielak 590 UBC March 2011

10 Tips

- 10. Maintain an organized and clean shop

- 9.
- 8.
- 7.
- 6.
- 5.
- 4.



Clean is Safe

Particularly students with visual impairments

- Slippery or wet spots
- Objects sticking out
- Tool Boards
- Fire extinguisher
- Tools
- Garbage cans
- Student Projects
- Extension cords
- Piles of wood
- Hooks, nails or tools on walls or benches
- Tools, materials, stuff on the floor
- Extensions from machines
- Dangerously piled goods
- Scrap wood boxes
- Open doors
- Too many tools & equipment
- Too many supplies
- Moving objects
- Demonstration table

Hazards can be Eliminated or Managed

Mike Fanning (2003)

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Know your Responsibility

- Provide **direct instruction** like you would for any student
- Identify the **responsibilities of the SEA**
- Help develop the **IEP**
- **Encourage** intellectual growth, independence & integration
- **Appropriate** modifications and adaptations

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Treat SEAs like Gold...Respect

- **Respect** their important position
- Seek out their valuable advice/**collaborate**
- Show your **appreciation** with treats, praise
- Encourage growth of their **shop skills**
- Personal protective **equipment**

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Use SEAs with caution

- **We are the teacher**
- **Unintended Impacts/Intensive & Invasive**
 - Poor peer interaction
 - Barriers to creativity
 - Dependence on adults/helplessness
 - Behaviour problems
- **Fade Support, “19 ways to step back”**

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Students disabilities & Safety

Consult with specialists such as:

- Vision or Mobility teacher
- Speech-Language, Hearing teachers
- **Use the individual method** that helps the students learn. Written, Graphic, Sound
- **Watch students** perform the task & correct
- **ELL translate** test into their language
- **More time** to process & deliver information
- **Shorten demonstrations** to max 15 min

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Use peer tutors & mentorship

- **Peer tutors**
 - Easy to implement
 - Integration/social relationships
 - Both learn/benefit
 - Thinking processes is similar
- **Mentorship is the Gold standard**
 - Model: learning content
 - Expert: transmit information
 - Provide opportunities

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Character education

- Teaching of **right and wrong**
- **Why** character education
- **How** to teach character education



Gheddafi

peppocaridiz.wordpress.com



Tom Zytaruk

Kelly Hunt of Newton Auto-care



Doris Seelig

Surrey Now
Jan. 24 2011

Kilpatrick (1993)

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- 3. Manage disruptive behaviour
- 2.
- 1.

Effective behaviour management

- **ABA is Applied Behaviour Analysis**
- **Why students are disruptive**
 - **Setting/trigger event:** hunger, tired, task difficulty, boredom, unexpected low mark
 - **Problem behavior:** look & sound like
 - **Consequence/function:** escape/avoid or get something, what is the student saying
- **Change behaviour:** understand student-
modify classroom, routines, tasks etc. so that
the child is receiving what they need

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- 2. Create a positive environment
- 1.

Create a positive environment

- **Rapport:** know your student (chat), likes and dislikes, care/show true interest
- **Clear rules:** 3 to 5 general expectations be safe, be respectful, be responsible, be best
- **Reinforce** expected behavior: praise, privileges, attention, candy
- Provide **positive feedback** (4:1)
- **Classroom feedback:** great class!
- **Catch the student doing good:** Great job!

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- 1. Universal design/Differentiated instruction



Universal design and Differentiated instruction

- **Simple definition:** Designing solutions/ lessons that when provided/taught to a class will meet the needs of each child. Use Tech.
- **Multiple Flexible methods of:**
 - Presentation/Teaching: multiple media
 - **Expression/learning:** hand over hand
 - **Assessment/testing:** Choices
- **Concepts:** motivation, critical creative thinking, group & peer work, scaffolding,

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