Hello and my name is Holly Zuber. I began my journey here at Kirkwood Community College on July 15, 2009 as one of the Career Options Office Coordinators. This was a turning point in my life and a wonderful one I might add. I help support the following programs: Early Childhood Education, Education Careers, Human Services, Paraeducator Certification, and Service Learning. As you can imagine, these programs keep me plenty busy!

As for my Paraeducator roles, I design this newsletter, work with marketing to update our Paraeducator website, process your applications for Paraeducator Certification and then send them to the State, help with Advising Sessions, and work closely with Doug Van Oort to create the schedules each semester.

A little information about myself ~ I was born and raised right here in Cedar Rapids, Iowa where I still live today. I graduated from Washington High School back in 1997 and then continued onto Hawkeye Community College where I received my AA in Professional Photography. Now, you might ask, “Where did I take that degree then?” I have taken the “Creative Side” of that degree to publish newsletters like this one. I scrapbook and enjoy designing the pages, and I also enjoy going on road trips where I take my camera and just drive around Iowa for great pictures of landscapes or maybe some old barns!! Other likes of mine are gardening, volunteering, going to Theater of Cedar Rapids (TCR), biking on trails, taking my dog Betsy for walks, going to church, camping, and spending quality time with my family and friends.

Overall my experience here at Kirkwood Community College has been wonderful! I think Doug Van Oort and I make up a great team. And we have worked really hard at giving our Paraeducator website a face lift to help you understand how to complete the different levels of certification. I look forward to many years to come here at Kirkwood Community College.

~ Holly Zuber

A Side Note About Holly Zuber…

As you may remember from our last newsletter, I assumed the role of Paraeducator Certification Coordinator at Kirkwood last summer after Susan Simon retired. Job changes such as this can be very stressful, as you may know from your own experiences. Holly Zuber’s outstanding organizational skills, patience, attention to detail, creativity, and knowledge and skill in technology have made this transition much easier for me than it might have been. Thanks for all you do, Holly! - Doug Van Oort
What’s New?

Change is Coming!

Starting Fall Semester 2011, one of the two Kirkwood Community College courses that meets the Level I Generalist state paraeducator certification will be changing.

**Introduction to Disabilities Services** is being replaced by our **Exploring Teaching** course, with the state-required competencies that had been met in Introduction to Disabilities Services now being met in Exploring Teaching.

If you have taken Introduction to Disabilities Services anytime from Fall 2000 through Summer 2011, you may apply this course toward your Level I certification. However, starting Fall 2011, Exploring Teaching will take its place. If you have questions about this change, contact Doug Van Oort, Paraeducator Certification Coordinator at Kirkwood Community College at 319-398-4936 or doug.van.oort@kirkwood.edu

---

Advising Sessions

Instead of having individual advising sessions for Paraeducators, we have now combined them with our **Education Careers advising sessions**.

SEE PAGE 12 FOR MORE IMPORTANT INFORMATION

---

Two Level II Courses Now on ICN Statewide

In the past, have you wanted to take a Kirkwood Community College Level II Area of Concentration course but the drive to and from our main campus in Cedar Rapids made this impossible?

Problem solved! **Starting Fall Semester of 2011**, two of our Area of Concentration courses will be offered at **ICN classrooms statewide**.

- **Culturally & Linguistically Diverse Children** → which meets state certification requirements for the ESL Area of Concentration.
- **Career & Transition Services** → which meets state certification requirements for the Career and Transition Area of Concentration

See our flyers in regards to these courses on page 3 and page 5 in this newsletter for all the details and how to sign up for them.
Culturally & Linguistically Diverse Children
(3 college credits)

Looking for a course that meets Level II – Area of Concentration Paraeducator Certification in English as a Second Language? If so, check out this Kirkwood Community College course...

Fall 2011
Monday nights, 6:00-8:50 pm
August 22 – December 5
(At ICN sites statewide)

Instructor:
Lynn Tiemann - Speech-Language Pathologist & ELL Consultant, Grant Wood AEA.
Lynn has worked as a speech-language pathologist in the public schools for 28 years and as an ELL consultant for five years. She has experience working with children, families, teachers, schools, districts and at the state level.

Course description:
The course is designed to help staff to work with culturally and linguistically diverse children, including English language learners, those with language disorders, deaf and hard of hearing students. Includes use of technology, instructional methodology, appropriate translation and interpretation procedures, and communication with team members. Participants work collaboratively and individually to develop projects.

Course activities/assignments:
The course uses a variety of interactive activities, readings, videos and projects to provide experiential learning for participants. Strategies for working with culturally and linguistically diverse students will be modeled and practiced. Assignments will include a focus on cultural awareness, use of technology, providing lessons and reflection. Participants compile a strategy portfolio which can be used in the future.

Course Pre-requisites:
(students must complete prior to registering)
DSV-100 Intro to Disabilities Services, or Level I Generalist Cert.

Tuition = $354
Must have at least 2 students at each ICN site.

To request an ICN site near you, contact Jan Robertson at 319-398-5452 or jan.robertson@kirkwood.edu

Meets English as a Second Language (ESL) Level II - Area of Concentration State Paraeducator Certification and meets certification renewal requirement.

For questions, contact:
Doug Van Oort 319-398-4936 Or 1-800-332-2055
doug.van.oort@kirkwood.edu
http://www.kirkwood.edu/careerop
A new Federal grant is set to encourage better student experiences for younger children in eastern Iowa. A four-year grant from the U.S. Department of Education will support education and training for students in Kirkwood’s Early Childhood Education degree program. The grant will provide $150,000 in support of early childhood paraeducator training for each of the four years in the total project.

The award is one of 11 grants nationwide focusing on special needs children in pre-kindergarten settings. Kirkwood officials say the grant is timely support for crucial young child learning experiences, and supports other initiatives including the State of Iowa’s Voluntary Pre-School program. The grant project will focus much of its efforts in quality classroom experiences for early intervention for children with special needs in the years before their kindergarten classes.

Kirkwood Early Childhood Coordinator Melanie Nollsch says the grant will put needed resources into an area identified as critical to later learning success in Iowa’s youngest citizens.

“Many research studies on early childhood learning and brain development point to better student progress and more progress in later classroom years if we focus on positive developmental learning in the pre-kindergarten years. That will be of vital importance for young people with various special learning needs. We aim for these paraeducator trainees to take new skills and wisdom to many area child care and preschool settings,” Nollsch said.

Social Science and Career Option Programs Dean Kathleen Van Steenhuyse says the grant focuses on two key areas: faculty professional development, and training current and future early childhood paraeducators. She says the project will benefit from “greatly talented people” in the faculty and Kirkwood grants office.

“Our long-time Disabilities Services Professor Susan Simon has just retired from full-time teaching, but will stay involved in building and directing this new grant project. She is known around the state for advocating and growing opportunities for paraeducators in valuable classroom roles. Melanie brings extensive experience from her work in child care and as an Early Childhood Education instructor. This program will prepare a new generation of early childhood paraeducators to work with our most vulnerable young people. Together, Susan and Melanie are going to be a powerhouse team,” Van Steenhuyse observed.

Simon noted that the new program will address “a changing Iowa” and focus on developing needs for pre-school children.

“We can see plenty of evidence that our state’s demographics and community needs are changing. Our future graduates will see a greater variety of cultural and language diversity, and a greater probability of children with special needs in child care centers. This new program will gather strategies and methods, then teach real-world skills for these new paraeducators in Iowa,” she said.

Simon also emphasized a deep “hands-on component” to the training. “Our plans are to help groups of students build local learning communities. This process will involve mentoring, peer learning and local-based resource libraries, all aiding the paraeducators in preparing for their special roles in child care centers in Iowa,” she added.

More information on Kirkwood’s Early Childhood Education programs is available on the college website: www.kirkwood.edu/careerop/
Career & Transition Services  (3 college credits)

Looking for a course that meets
Level II – Area of Concentration Paraeducator Certification - Career & Transition?
If so, check out this Kirkwood Community College course...

Fall 2011
Wednesday nights, 6:00-8:50 pm
August 24 – December 5
(At ICN sites statewide)

Instructor:
Michelle Nuehring – M.A. in Special Education: Career & Transition Emphasis
Michelle was co-lead teacher in the Cedar Rapids Community Schools Transition Center 2001-2008. She developed and taught curriculum focusing on daily living skills, community activities, and vocational skills; created individualized transition plans connecting students with community providers; and supervised paraeducators and job coaches within the center.

Course description:
Studies issues related to career and transition programs for children and youth receiving special education services in K-12 programs. Addresses issues of self-determination; career assessment; transition to employment, independent living, and post-secondary education; behavior support; and interagency collaboration. Includes the role of the paraeducator and job coach in transition settings and supported employment settings.

Course activities/assignments:
Students are assessed in activities relevant to paraeducators & job coaches working in transition centers and high school special education programs, such as career assessment, job analysis, job- and community-based instruction, and job and community adaptations. Students also observe and interview a job coach.

Course Pre-requisites:
(students must complete 1 of these options prior to registering)
Level I Generalist State Paraeducator Certification; or DSV-100 Intro to Disabilities Services & DSV-120 Observation & Management of Behavior

Tuition: $354
ICN: Must have at least 2 students at each ICN site.

To request an ICN site near you, contact Jan Robertson at 319-398-5452 or jan.robertson@kirkwood.edu
Meets Career and Transition Level II - Area of Concentration State Paraeducator Certification and meets certification renewal requirement.

For questions, contact:
Doug Van Oort 319-398-4936 Or 1-800-332-2055
doug.van.oort@kirkwood.edu
http://www.kirkwood.edu/careerop
Renewing Your Iowa Paraeducator Certification

By Geri McMahon, Iowa Board of Educational Examiners

If you choose to renew your paraeducator certificate you will need to have taken 3 semester hours of approved credit either from a college or Area Education Agency that offers state-approved paraeducator certification courses. For a list of approved colleges and AEAs and the courses they offer, go to the following web page and scroll down to “Paraeducator Program Offerings” http://www.iowa.gov/boee/para.html

The 3 semester hours need to be taken after the issue date of your certificate. If you let your certificate expire, the 3 semester hours must have been taken within the 5 years prior to sending in your renewal form.

To renew one’s certificate, the BOEE will accept a wide variety of content, such as:

- A course taken to add an area of concentration. (Level II State Certification)
- A college credit course that would help a paraeducator assist students in reading, writing, or math.
- Any core course in a college or university teacher education program which prepares individuals to become teachers.
- A college credit course that would support either the school building or school district professional development plan.

The BOEE does not accept certificates of completion so there is no need to send certificates of completion to our office. Other important notes:

- Do not send in your paraeducator renewal form until you have officially completed your 3 semester hours of credit.
- Starting March 30, 2011, a person submitting incomplete renewal applications to our office will only have 45 days to send the missing pieces in. After the 45 days the file is closed and in order to renew, everything will need to be resubmitted, including the money.

If you have specific questions that relate to paraeducator certification renewal, contact me at Geri.McMahon@iowa.gov or 515-281-8323.

Paraeducator Major Change
Questions / Answers

Paraeducator Certification Major Has Changed To Education Careers

Q. Who needs to change their major?
A. All returning students that are in the Paraeducator program. (New students will automatically sign up for Education Careers as their major)

Q. How do I change my major?
A. Go to the following link http://www.kirkwood.edu/apply and select “Major Change or Reapply”, fill out this information and select Education Careers now as your major.

Q. Who is my advisor and how do I contact him?
A. Doug Van Oort, 1017 Cedar Hall, 319-398-4936 or 1-800-332-2055 ext. 4936 Doug.Van.Oort@kirkwood.edu
Sunny Story Paraeducator Scholarship

The Sunny Story Paraeducator Scholarships have been created to support the education of paraeducators who are pursuing Paraeducator Certification. The renewal of the generous gift from Sunny Story, a retired paraeducator from Grant Early Childhood Center, in Cedar Rapids, provides scholarships of up to $350 per year.

To be considered, you must:
- be currently employed as a paraeducator,
- be registered in courses leading to Paraeducator Certification,
- indicate by your past performance and future plans that you will continue your education with courses leading towards higher levels of certification, and
- have completed one of the following Kirkwood classes: Introduction to Disabilities Services Careers or Observation and Management of Behavior.

How to Apply:
Go to the following website: http://www.kirkwood.edu/foundation/scholarships and select Scholarships 2011-2012; Arts and Sciences/Career Option; Sunny Story Paraeducator Scholarship

NOTE: Application for FAFSA is not required in applying for the Sunny Story Scholarship. Any deadlines for FAFSA do not apply.

Deadline for each semester will be:
Fall: August 1st
Spring: December 1st
Summer: April 1st

For additional information contact:
Doug Van Oort, Paraeducator Certification Coordinator
1017 Cedar Hall / 319-398-4936 / Doug.Van.Oort@kirkwood.edu

Grant Wood AEA Schedule

Para Certification - Behavioral Strategies
Students develop strategies to work as a professional paraeducator. Behavior observation and management strategies for individual and groups of students to promote a positive social-emotional and behavioral environment are covered. Session: 8007-10-02 Dates/Time: Mar. 5, 12, 26, & Apr. 2, 8:30 a.m.-4:30 p.m.
Session: 8007-11-01 Dates/Time: July 18, 19, 20, & 21, 8:30 a.m.-3:30 p.m.

Para Certification - Instructional Strategies
Students develop strategies to work as a professional paraeducator. Includes an introduction to special education and specific learning disabilities, human development, instructional strategies, integration of individuals with disabilities, and adapting instruction in reading, writing, and math. Session: 8009-10-02 Dates/Times: June 20, 21, 22, 23, & 24, 8:30 a.m.-3:30 p.m.

Para Certification - Professional Strategies
Students develop strategies to work as a professional paraeducator. Professionalism and ethics, roles and responsibilities, teamwork, communication and problem-solving skills are covered. A textbook is required to be purchased at the first para certification course taken. This is only purchased once but used with all three para certification courses. Session: 8008-11-01 Dates/Time: July 11, 12, 13, & 14, 8:30 a.m.-4:30 p.m.

Registration: Complete registration form or register electronically at least two weeks in advance. Fees: Registration is not complete until all fees are paid in full two weeks in advance of the first class. Total registration fee = $90 paid in full at the time of registering. A materials fee of $50 for textbook payable at the time of registering. Only one textbook purchase is required for the series of three courses. Credit: P, 30 contact hours
### Summer 2011 Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Time</th>
<th>Days</th>
<th>Instructor</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction and Adaptation Strategies</td>
<td>DSV-130-CRF01</td>
<td>5:00-8:50</td>
<td>TTH</td>
<td>Anderson</td>
<td>5/23-7/1</td>
</tr>
<tr>
<td>Introduction to Disabilities Services</td>
<td>DSV-100-CRF02</td>
<td>1:00-2:50</td>
<td>MTWTH</td>
<td>Anderson</td>
<td>6/13-7/20</td>
</tr>
<tr>
<td>Observation &amp; Management of Behavior</td>
<td>DSV-120-CRF01</td>
<td>3:00-4:50</td>
<td>MTWTH</td>
<td>Van Oort</td>
<td>6/13-7/20</td>
</tr>
<tr>
<td>Observation &amp; Management of Behavior</td>
<td>DSV-120-ATW51</td>
<td>ATAW</td>
<td>ATAW</td>
<td>Thompson</td>
<td>5/23-8/12</td>
</tr>
<tr>
<td>Intro to Early Childhood Education</td>
<td>ECE-103-CRF01</td>
<td>12:30-3:30</td>
<td>MTWTH</td>
<td>Nollsch</td>
<td>6/13-7/7</td>
</tr>
<tr>
<td>Intro to Early Childhood Education</td>
<td>ECE-103-CRF02</td>
<td>5:00-8:50</td>
<td>TTH</td>
<td>Clymer</td>
<td>7/5-8/12</td>
</tr>
</tbody>
</table>

### Fall 2011 Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Time</th>
<th>Days</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Transition Services (ICN)</td>
<td>See page 5</td>
<td>6:00-8:50</td>
<td>W</td>
<td>Nuehring</td>
</tr>
<tr>
<td>Culturally and Linguistically Diverse Children (ICN)</td>
<td>See page 3</td>
<td>6:00-8:50</td>
<td>M</td>
<td>Tiemann</td>
</tr>
<tr>
<td>Exploring Teaching</td>
<td>EDU-110-CRF01</td>
<td>10:00-11:50</td>
<td>M</td>
<td>VAN OORT</td>
</tr>
<tr>
<td>Exploring Teaching</td>
<td>EDU-110-CRF02</td>
<td>11:00-11:50</td>
<td>W</td>
<td>VAN OORT</td>
</tr>
<tr>
<td>Exploring Teaching</td>
<td>EDU-110-CRF03</td>
<td>3:00-4:50</td>
<td>T</td>
<td>MCMENIMEN</td>
</tr>
<tr>
<td>Exploring Teaching</td>
<td>EDU-110-CRF04</td>
<td>8:00-9:50</td>
<td>T</td>
<td>TBA</td>
</tr>
<tr>
<td>Exploring Teaching</td>
<td>EDU-110-CRF07</td>
<td>6:00-8:50</td>
<td>W</td>
<td>KOEPKE</td>
</tr>
<tr>
<td>Exploring Teaching - KTS</td>
<td>EDU-110-CRTA3</td>
<td>10-10:50</td>
<td>T</td>
<td>TERNDRUP</td>
</tr>
<tr>
<td>Exploring Teaching - KTS</td>
<td>EDU-110-CRTP3</td>
<td>4:00-5:50</td>
<td>T</td>
<td>Hackathorn</td>
</tr>
<tr>
<td>Exploring Teaching - Iowa City</td>
<td>EDU-110-ICF01</td>
<td>6-8:50</td>
<td>T</td>
<td>FINLEY</td>
</tr>
<tr>
<td>Exploring Teaching - Iowa City</td>
<td>EDU-110-ICTA3</td>
<td>10-10:50</td>
<td>T</td>
<td>TERNDRUP</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education</td>
<td>ECE-103-CRF02</td>
<td>6:00-8:50</td>
<td>W</td>
<td>Evan-Schwartz</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education</td>
<td>ECE-103-CRF01</td>
<td>9:00-9:50</td>
<td>M</td>
<td>Clymer</td>
</tr>
<tr>
<td>Intro. to Early Childhood Education (IA CITY)</td>
<td>ECE-103-ICF01</td>
<td>6:00-8:50</td>
<td>T</td>
<td>STAFF</td>
</tr>
<tr>
<td>Instruction and Adaptation Strategies</td>
<td>DSV-130-CRF01</td>
<td>2:00-2:50</td>
<td>T</td>
<td>Van Oort</td>
</tr>
<tr>
<td>Instruction and Adaptation Strategies (ATAW)</td>
<td>DSV-130-ATP11</td>
<td>ATAW</td>
<td>ATAW</td>
<td>Thompson</td>
</tr>
<tr>
<td>Instruction and Adaptation Strategies (IA CITY)</td>
<td>DSV-130-ICF01</td>
<td>6:00-8:50</td>
<td>M</td>
<td>Leme</td>
</tr>
<tr>
<td>Observation and Management of Behavior</td>
<td>DSV-120-CRF01</td>
<td>12:00-1:50</td>
<td>T</td>
<td>Van Oort</td>
</tr>
</tbody>
</table>
Avoiding the Dreaded Velcro Effect
by Doug Van Oort

One of your most important goals as a paraeducator should be to work yourself out of a job, or to help the students you work with become as independent as possible so that they no longer need your support or need as little of it as possible. Paraeducators and other professionals, however, sometimes unknowingly do just the opposite, creating dependency in students. Intentions are positive, with a desire to help, but the outcomes can be very negative. This opposite effect, creating dependency, is known as The Velcro Effect.

I have not been able to find the originator of this term nor a definition so here’s my own definition:

**The Velcro Effect** - the harmful dependency, separation, loss of personal control, and other negative effects that occur when professionals hover too closely when close proximity is not needed, help or prompt unnecessarily, or speak for the student.

Bertha Caldwell, former Iowa Department of Education paraeducator consultant, presented research findings of Giangreco, Luiselli, and MacFarland (1997) at the National Resource Center for Paraprofessionals National Conference I attended in Minneapolis in 2000. Here are the negative consequences of the Velcro Effect identified by Giangreco, Luiselli, and MacFarland:

1. **Avoidance of ownership and responsibility by general education teachers.** The availability of paraeducators can allow teachers to avoid assuming responsibility and ownership for the education of students with disabilities, resulting in:
   - limited teacher interaction with the student with the disability (less than teacher interaction with other class members); and
   - paraeducators often making and implementing virtually all of the instructional decisions for students with disabilities and/or changing teacher-directed activities without consulting with the teacher, when not adequately trained to do either.

2. **Separation from classmates.** Paraeducators sometimes separate students with disabilities from the class, leaving class with the student before the rest of class leaves (to art, music, etc.) or positioning the student farthest from the teacher, sometimes even when the activity is a good match for the student.

3. **Dependence on adults.** Excessive and unnecessary support from the paraeducator and lack of a plan to reduce the level of support contributes to the learned dependency of the student.
   - The paraeducator often prompts every action or behavior of the student, even when unnecessary.
   - Fading of prompts to decrease dependence and to encourage students to respond to others in the classroom is often not encouraged or planned.
   - Some schools’ dependence on the paraeducator is so strong that when the paraeducator is absent, the school asks the family to keep the student home from school.

4. **Impact on peer interactions.** Paraeducators in close proximity to students with disabilities can adversely affect peer involvement.
   - If the paraeducator is not well-liked by peers, the paraeducator can have a negative impact on peer interaction with the student.
   - The paraeducator is often seen as the student’s permanent partner during partner or small group activities, not allowing the student to work with peers.
   - Conversely, when the paraeducator is not in close proximity to the student, peers are more likely to fill the space the paraeducator has vacated and interact with the student.

(continued on page 9)
5. **Limitations on receiving competent instruction.** Paraeducators often do not have the same level of training or knowledge and skill as teachers to provide yet are expected in some schools to plan and deliver all or part of the instruction for the student.

6. **Loss of personal control.** Students who have difficulty communicating may lose personal control if:
   - Paraeducators make decisions for the student. (decisions regarding eating, selection of leisure activities, choice of friends with whom to spend time, etc.)
   - Paraeducators speak or answer for the student.

7. **Loss of gender identity.** The student’s gender may become secondary to the gender of the paraeducator. For example, in PE class students are divided into boys and girls for different activities, but the student engages in the activity that matches the paraeducator’s gender rather than the student’s. (Caldwell, 2000)

Caldwell suggested several ways that administrators and teachers can avoid The Velcro Effect:

**Administrator Approaches to Avoid the Velcro Effect**
- Hire paraeducators for *classrooms* rather than for individual students. In other words, avoid hiring 1-on-1 paraeducators.

**Teacher Approaches to Avoid the Velcro Effect**
- As an educational team, reach agreement when students need close proximity and when they do not. When students don’t need close proximity, direct paraeducators (and other staff, including teachers) to:
  - move about the classroom supporting other students who might need help, and/or
  - complete other classroom duties, such as recording grades, preparing materials, etc.
- Provide support through natural supports when possible, such as support from the general education teacher or peers.
- Have a specific plan in place to fade or gradually reduce support.
- Plan classroom activities that *include*, not exclude, students with disabilities. (The certified teacher is responsible for these plans.)
- Give paraeducators opportunity for input, but assume the ultimate responsibility for the education and behavior of all students in the classroom.
- Utilize paraeducator support to benefit all students in the classroom, not just those with disabilities.

**Shared (Administrator & Teacher) Approaches to Avoid the Velcro Effect**
- Train staff on strategies and approaches to decreasing dependence and fading prompts.
- Clarify roles of adults in the classroom, specifically that the certified teachers are ultimately responsible for the education and behavior of students with disabilities. (Caldwell, 2000)

*(continued on page 10)*
In my own research, I have found numerous helpful suggestions specifically for paraeducators and assembled them in a handout titled *Do’s and Don’ts for Paraeducators in Inclusive Settings*. If you would like an electronic copy of this handout, contact me at doug.van.oort@kirkwood.edu and request it.

Below are just a few highlights:

**Paraeducator Approaches to Avoid the Velcro Effect (with approval from supervising teacher)**

- During low risk times, move away from the side of the student and support other students.
- When teacher puts students in pairs or groups, make sure the student has a peer partner or peer group rather than assuming this role yourself.
- Encourage peers to interact with student at appropriate times and vice versa.
- Allow student to speak for herself.
- Prompt only when necessary and, if prompting is necessary, prompt only to the extent necessary.
- Allow student to enter and leave classroom independently whenever possible, separate from you.
- Reinforce student attention to the general education teacher rather than to you.
- Behave ethically when supporting students on graded assignments and tests. Expect student to be responsible for his own work and to provide his own test answers.

In summary, continue to provide positive, caring support for the students you work with, but make sure to do so only in ways that promote their independence as much as possible. Remember the goal of “working yourself out of a job” and you will have done the students you work with a great service!

---

**Culturally and Linguistically Diverse Children**

“I was a student in Kirkwood Community College’s first offering of Culturally and Linguistically Diverse Children taught by Lynn Tiemann. Entering the class, I thought it would be all about English as a Second Language (ESL); however, I left the course with much more knowledge in the wide range of children we work with. In this course, one assignment was to develop a strategies portfolio, and I have used my portfolio numerous times for referencing strategies, ideas, and tips that were given in this relaxed class environment. I truly enjoyed Lynn’s laid back approach and willingness to teach a fun, hands-on, and very informative class in which questions and discussion were encouraged.”

- Katie Decker, a Paraeducator at Grant Early Childhood Center in Cedar Rapids
Advising Sessions

Instead of having individual advising sessions for Paraeducators, we have now combined them with our Education Careers advising sessions.

To sign up for a “New” or “Returning” advising session, please go to the following website to sign up today:
http://www.kirkwood.edu/careeropadvising

All Career Options students have HOLDS on their account to register until they have been to an advising session. If you absolutely cannot attend an advising session, please contact Doug Van Oort to setup a time to go over your courses. 319-398-4936, Doug.Van.Oort@kirkwood.edu, Cedar Hall 1017.

Students FAQ

How many credits do I need to be a full-time student? 12 credits for fall and spring semesters. 9 credits summer session.

Do I need a student ID card? Yes, the Eagle Card is your ID for all campus events and for purchasing your books in the Kirkwood Bookstore. You can get one at 122 Iowa Hall.

How can I register for classes? Attend an Advising Session. You can then register online through Eaglenet, use Kirkwood’s phone-in registration system (319-398-1022) or register in person at Enrollment Services, 216 Kirkwood Hall.

When can I register for classes? Attend an Advising Session, Summer/Fall 2011 priority registration is April 18-26.

If I need Tutoring Services or Accommodations, who do I contact? Learning Services at Cedar Hall 2063 http://www.kirkwood.edu/tutoring Their website explains their wide range of services.

How do I purchase my books? You can purchase your books at the main campus bookstore in Benton Hall or online through their website at the following link: http://www.kirkwood.edu/bookstore

How do I sign up for Kirkwood Alerts and what is this? If there are any cancellations or urgent news to go out to all students, you will be sent an e-mail to 2 different accounts and to your cell phone.
Sign up today for Kirkwood Alert!!

Contacts for Paraeducator Information:

Doug Van Oort
Assistant Professor/Coordinator
1017 Cedar Hall
319-398-4936
800-332-2055 ext. 4936
Doug.Van.Oort@kirkwood.edu
http://www.kirkwood.edu/careerop

Holly Zuber
Office Coordinator
1013 Cedar Hall
319-398-4822
800-332-2055 ext. 4822
Holly.Zuber@kirkwood.edu