

Educational Assistant Certificate Program



Candidate Guide



SIAS

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

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The Educational Assistant Certificate program is dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Table of Contents

[Click here to Contact us](#)

Why consider a PLAR assessment?	5
What are the PLAR options?	5
<i>Option A: Individual Course Challenge</i>	5
Fees:	5
<i>Option B: Block Assessment</i>	5
How many courses can be challenged through PLAR?	6
Which courses are PLAR-ready?	6
Is PLAR available at any time of the year?	7
Is it <i>easier</i> to challenge a course through PLAR - OR - take the course?	7
Methods of assessing prior learning.....	7
If I live out of town, do I have to travel to a main campus to do PLAR?.....	7
What if I have a disability & need equity accommodations?	7
Are there other methods to gain SIAST course credits for prior learning?	8
Contact us.....	8
The PLAR process.....	9
Guiding principles for developing a PLAR evidence file	10
Types of evidence.....	10
How long will it take to prepare evidence for PLAR?.....	11
Steps to complete a self-audit.....	11
HUMR 186 – Interpersonal Skills	12
CLTR 180 – Culture and Diversity.....	14
EDUC 180 – Supporting Instruction 1	16
EDUC 181 – Supporting Instruction 2	19
HLTH 184 – Health Promotion.....	21
HUMD 100 – Child and Adolescent Development	23
HUMR 180 – Roles and Responsibilities.....	26
SPSY 281 – Studies of Exceptionality A.....	29
SPSY 282 – Studies of Exceptionality B	32
FMLY 181 – Family Dynamics.....	35
MGMT 281 – Behavioural Principles and Practices.....	38
PERS 180 – Basic Care Skills.....	40
SFTY 184 – Crisis Prevention	42
PRAC 174 – Elementary Practicum	44
PRAC 175 – Secondary Practicum.....	45
Practicum Block.....	46
Appendices	47
Appendix A: EDUC 180 candidate action plan	48
Appendix B: EDUC 181 candidate action plan	55
Appendix C: HUMR 180 candidate action plan	57
Appendix D: SPSY 281 candidate action plan	59
Appendix E: SPSY 282 candidate action plan	62
Appendix F: FMLY 181 candidate action plan.....	65

Appendix G: PRAC 174 primary practicum PLAR evaluation.....	71
Appendix H: PRAC 175 secondary PLAR evaluation.....	79
APPENDIX I: PLAR block practicum evaluation	87
APPENDIX J: practicum employment validation form.....	95
APPENDIX K:CLTR 180 candidate action plan	96
APPENDIX L: HLTH 184 candidate action plan.....	105
APPENDIX M: SFTY 184 candidate action plan.....	111

Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Educational Assistant program recognizes prior learning in a number of ways.

We recognize:

- previous formal learning from an accredited training institution through transfer of credit
- previous informal learning or experiential learning through a comprehensive prior learning and recognition process

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST candidate.

Option A: Individual course challenge

If you have a minimum of one year successful experience within the last five years in the educational assistant field (K – 12 school system), and have learned the skills and knowledge for **one or more** of the educational assistant courses, you may apply to be assessed for each applicable course. Work experience through volunteer activity and substituting are not considered.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees in the PLAR database, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Educational Assistant Certificate program at: 1-866-467-4278 or 1-866-goSIAST.

Option B: Block assessment

If you have a minimum of two years successful experience within the last five years in the educational assistant field (K – 12 school system), and have learned the skills and knowledge for a block of related and cumulative courses, then you may be assessed on blocks of courses. Successful completion of the block assessment will result in credit for all classes associated with that block. Work experience through volunteer activity and substituting are not considered.

- For a listing of the specific PLAR block assessment fees in the PLAR database, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Educational Assistant program at: 1-866-467-4278 or 1-866-goSIAST.

How many courses can be challenged through PLAR in the Educational Assistant Certificate program?

Currently we have 15 out of 15 certificate courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Certificate Program Profile		
Course	PLAR challenge(s) available through program	PLAR challenge(s) not available
Associated Studies course	See **Note Below	
HUMR 186 Interpersonal Skills	✓	
Program course	✓	
CLTR 180 Culture and Diversity	✓	
EDUC 180 Supporting Instruction 1	✓	
EDUC 181 Supporting Instruction 2	✓	
HLTH 184 Health Promotion	✓	
HUMD 100 Child and Adolescent Development	✓	
HUMR 180 Roles & Responsibilities	✓	
FMLY 181 Family Dynamics	✓	
MGMT 281 Behavioural Principles and Practices	✓	
PERS 180 Basic Care Skills	✓	
SFTY 184 Crisis Prevention	✓	
SPSY 281 Studies of Exceptionality A	✓	
SPSY 282 Studies of Exceptionality B	✓	
PRAC 174 Practicum 1	✓	
PRAC 175 Practicum 2	✓	
Practicum Block		
PRAC 174 Practicum 1	✓	
PRAC 175 Practicum 2		

**Note: Some courses common to multiple programs at SIAST (i.e. computers, communications, math, and sciences) are managed by Associated Studies faculty. To see if the shared courses in your program are PLAR-ready, visit the "PLAR-ready courses" link on the [PLAR homepage](#) for further details.

For assistance call SIAST and ask to speak to the PLAR advisor/[counselor](#) assigned to the Educational Assistant Certificate program at: 1-866-467-4278 or 1-866-goSIAST.

Is PLAR available at any time of the year?

PLAR challenges are currently being offered during the specified dates of September 1 – May 15.

Is it *easier* to challenge a course through PLAR - OR - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- Product validation & assessment
- Challenge exam
- Performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- Interviews and oral exams
- Equivalency (evaluations of learning from non-credit training providers)
- Evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At SIAST, we understand that sometimes services must be provided to candidates in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for education equity candidates is as diverse as the needs of those candidates. We strive for equity (not uniformity) and provide varied services for candidates with differing needs. If more

information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: <http://www.siastr.sk.ca/siastr/servicesforcandidates/>

Are there other methods to gain SIAST course credits for prior learning?

Transfer credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. **Transfer of credit** is different from the PLAR process. Transfer Credit guidelines may be found at: [SIAST - Transfer Credit](#)

It is the candidate's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a SIAST educational counsellor.

Note: An online provincial transfer credit guide is now available at www.saskcat.ca.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you at SIAST's toll free number: 1-866-467-4278.

Kelsey Campus, Saskatoon, SK
1-866-467-4278

Palliser Campus, Moose Jaw, SK
1-866-467-4278

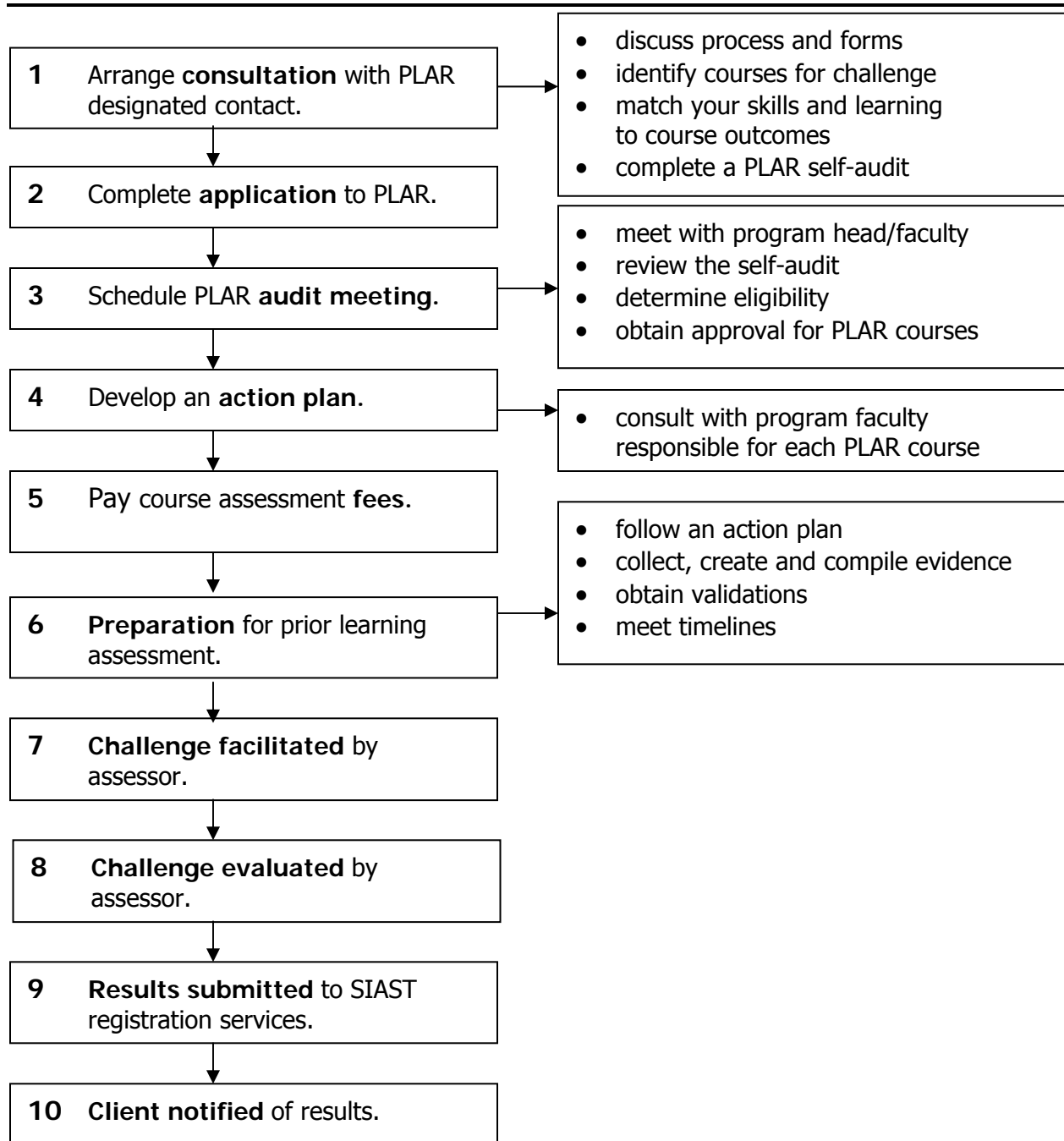
Wascana Campus, Regina, SK
1-866-467-4278

Woodland Campus, Prince Albert, SK
1-866-467-4278

The PLAR process

Note: To be eligible for PLAR, candidates must be enrolled in a SIAST course or program.

Candidate Process for Prior Learning Assessment



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - a. It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last five years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Educational Assistant faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- experience (activity) outlines
- philosophy statement
- observations
- workplace validations
- work samples

All documents that are submitted to SIAST may be returned to the candidate after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the Levels of Competence as listed below.

Levels of Competence:

- Mastery:** I am able to demonstrate the learning outcome well enough to teach it to someone else.
- Competent:** I can work independently to apply the learning outcome.
- Functional:** I need some assistance in using the outcome.
- Learning:** I am developing skills and knowledge for this area.
- None:** I have no experience with the outcome.

Learning Outcomes	Competency Level				
For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column	Mastery	Competent	Functional	Learning	None

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome – Workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?Be prepared to explain the reason you chose this level if asked by an assessor.
5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

HUMR 186 – Interpersonal Skills

You will be introduced to the importance of interpersonal skills in the human services professions. You will develop effective listening and speaking behaviors that facilitate client interactions.

HUMR 186 – Interpersonal Skills Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the importance of the interpersonal skills in the human service field.					
▪ Describe the qualities needed to be an effective helper.					
▪ Describe the communication process.					
▪ Explain the inter-relationship of the elements of communication.					
▪ Recognize barriers to effective communication.					
▪ Discuss ways to overcome barriers.					
2. Describe the unique features of a helping relationship.					
▪ Identify the stages of a helping relationship.					
▪ Explain how to establish trust in a helping relationship.					
▪ Explain how to facilitate the working stage of the relationship.					
▪ Explain how to facilitate the termination phase of a relationship.					
3. Describe the ethical issues in helping relationships.					
▪ Define ethical behaviour.					
▪ Describe typical ethical issues that arise in the human service field.					
▪ Describe the importance of confidentiality, role boundaries, and self-disclosure as required in a helping relationship.					
▪ Recognize information that must be shared with the supervisor.					
▪ Describe behaviour objectively.					
4. Describe the effects of self-concept and perception on interpersonal relationships.					
▪ Explain how self-concept affects communication.					
▪ Discuss factors that shape the self-concept.					
▪ Explain how perception affects communication.					
▪ Discuss factors that influence perception.					
▪ Describe the importance of verifying perception.					
5. Create a positive communication climate.					
▪ Identify confirming and disconfirming messages.					
▪ Identify defense-producing and supportive behaviours.					
▪ Discuss defense mechanisms.					
▪ Offer feedback/criticism.					
▪ Accept feedback.					
6. Demonstrate assertive behaviour.					
▪ Discuss the importance of assertive behaviour.					
▪ Explain aggression and assertion.					
▪ Use the 5-step clear message format for assertive behaviour.					
7. Integrate helping skills in interactions.					
▪ Identify attending behaviours.					
▪ Demonstrate effective listening skills.					

HUMR 186 – Interpersonal Skills Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
▪ Interpret nonverbal behaviour.					
▪ Demonstrate effective questioning skills.					
▪ Demonstrate clarifying skills.					
▪ Demonstrate reflection of feeling skills.					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. **Further information and criteria will be provided to the PLAR candidate following the consultation meeting.**

1. **Evidence file:** An interview with the Program Head/Faculty may be required to clarify evidence.
 - Cases study (written)
 - Role play demonstration **OR** employer validation of workplace communication skills

2. **Challenge exam**
 - 60% required

CLTR 180 – Culture and Diversity

You will be introduced to the many facets of culture. Your studies will focus on the personal attitudes and values involved in appreciating cultural differences. You will explore multiculturalism in Canadian society and discuss practices that promote acceptance of differences in society.

CLTR 180 – Culture and Diversity Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe characteristics and functions of culture.					
▪ Define culture.					
▪ Define cultural competence.					
▪ Identify aspects of culture beyond ethnicity.					
▪ Describe the means of transmitting culture.					
2. Examine cultural diversity in Canada.					
▪ Examine changing Canadian demographics.					
▪ Examine cultural practices and values of different diversity groups.					
▪ Describe aspects of First Nations and aboriginal culture.					
▪ Describe communication styles of different cultural groups.					
3. Identify personal cultural assumptions and values.					
▪ Define your own cultural practices.					
4. Describe the impact of not belonging to the mainstream culture of society.					
▪ Recognize the impact of prejudice and discrimination.					
▪ Analyze an experience of prejudice and discrimination.					
5. Plan activities that promote inclusiveness.					
▪ Describe the goals of an anti-bias program.					
▪ Plan activities that promote inclusiveness.					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix K: [CLTR 180 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)

- Provide a description of three events where you witnessed or participated in a particular cultural event and/or activity
- Provide four examples of anti-bias activities that address the goals of anti-bias programming

2. **Structured interview** – Be prepared to discuss the following:

- Explain your own culture
- Given a specific scenario, outline the impact of not belonging to the mainstream culture of society

Note: The PLAR candidate must complete #1 (evidence file) **AND** #2 (structured interview)

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. SIAST course manual – CLTR 180

EDUC 180 - Supporting Instruction 1

The course provides an introduction to individual learning styles and other factors that influence learning differences in candidates. You will learn strategies that facilitate candidate learning including instructional approaches, class room management, and effective observation and recording.

EDUC 180 Supporting Instruction 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the role of the educational assistant in the instructional team.					
▪ Describe how the role of an educational assistant is distinguished from a teacher's role as part of an instructional team.					
▪ Identify labels that may be used in school settings to describe educational assistants.					
▪ Discuss the role of the educational assistant and teacher as part of an instructional team.					
2. Explain the theory of multiple intelligences.					
▪ Describe each of the eight multiple intelligences.					
▪ Recognize your own multiple intelligences.					
▪ List methods of assessing candidates' multiple intelligences.					
▪ Identify activities used for teaching multiple intelligences theory.					
▪ Discuss the importance to curriculum development, teaching strategies and the classroom environment of multiple intelligences theory.					
▪ Identify the classroom management techniques using the multiple intelligences theory.					
▪ Determine assessment measures used with multiple intelligences theory.					
▪ Discuss multiple intelligences and special education cognitive skills and other application.					
▪ Describe multiple intelligences and existential intelligence.					
3. Discuss instructional planning as a team.					
▪ Describe the requirements for effective teamwork.					
▪ Discuss the development of educational teams.					
▪ Understand learning and child development and its importance to instructional planning.					
▪ Identify the parts of a lesson plan.					
4. Describe teacher-directed approaches to instruction.					
▪ Identify factors that influence the selection of teacher-directed or candidate-centered instructional methods.					
▪ Describe how an educational assistant supports teacher-directed instruction.					
▪ Review guidelines for small group instruction.					
▪ Explain the process for skill demonstration.					
5. Describe candidate-centered approaches to instruction.					

EDUC 180 Supporting Instruction 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Discuss candidate-centered learning. 					
<ul style="list-style-type: none"> ▪ Review the inquiry/discovery model of instruction. 					
<ul style="list-style-type: none"> ▪ Discuss the cooperative community classroom. 					
<ul style="list-style-type: none"> ▪ Discuss the jigsaw technique as cooperative learning. 					
<ul style="list-style-type: none"> ▪ Discuss independent study. 					
6. Describe skills required to support instruction.					
<ul style="list-style-type: none"> ▪ Discuss techniques used to energize learners. 					
<ul style="list-style-type: none"> ▪ Discuss techniques used in assisting candidates with organization. 					
<ul style="list-style-type: none"> ▪ Describe techniques used for effective questioning. 					
<ul style="list-style-type: none"> ▪ Discuss the importance of encouragement. 					
<ul style="list-style-type: none"> ▪ Review techniques used in problem solving. 					
7. Discuss instruction of candidates from diverse cultural backgrounds.					
<ul style="list-style-type: none"> ▪ Describe the practice of multiculturalism in the classroom. 					
<ul style="list-style-type: none"> ▪ Review instructional adaptations for First Nations candidates. 					
8. Discuss instruction of candidates with learning differences.					
<ul style="list-style-type: none"> ▪ Recognize the varied types of learning needs. 					
9. Apply classroom management techniques.					
<ul style="list-style-type: none"> ▪ Define classroom management. 					
<ul style="list-style-type: none"> ▪ Describe the role that physical environment plays in classroom management. 					
<ul style="list-style-type: none"> ▪ Describe the classroom communication climate that promotes learning. 					
10. Discuss evaluation in education.					
<ul style="list-style-type: none"> ▪ Identify purposes of evaluation. 					
<ul style="list-style-type: none"> ▪ Identify various methods of evaluation. 					
<ul style="list-style-type: none"> ▪ Describe accommodations for testing candidates with special needs. 					
11. Practice methods of collecting and recording data.					
<ul style="list-style-type: none"> ▪ Identify methods of data recording. 					
<ul style="list-style-type: none"> ▪ Recognize anecdotal records as a method of record keeping. 					
<ul style="list-style-type: none"> ▪ Recognize observational checklists as a method of record keeping. 					
<ul style="list-style-type: none"> ▪ Recognize rating scales as a method of record keeping. 					
<ul style="list-style-type: none"> ▪ Apply methods of observation and recording. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in both of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix A: [EDUC 180 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)
 - Provide examples of instructional planning approaches that you have used in the classroom **OR** complete a simulated planning exercise.
 - Data collection/recording work samples:
 - anecdotal records
 - checklists
 - rating scale
 - Employment validation letter from human resources indicating employment in a multicultural school environment. (min. 1 year) **OR** documentation of two scenarios illustrating distinct adaptations for multicultural candidates.
 - Employment validation letter from human resources indicating employment in an exceptionality focused school or classroom. (Min. 1 year) **OR** Documentation of two scenarios illustrating distinct adaptations for exceptional candidates.
 - Completed teacher evaluation form.
2. **Structured interview** – Be prepared to discuss the following:
 - The importance of your role as part of an educational team.
 - Specific management techniques you have implemented with candidates.
 - Given a specific scenario, outline management techniques you would apply.

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Gursky, Beatrice (2003). *The Art of Assisting in the Classroom*. Sherwood Park, Alberta: SchoolBell Productions Inc.
2. Armstrong, T. (2000). *Multiple Intelligence in the Classroom*, 2nd edition. Alexandria, V.A: Association for Supervision and Curriculum Development.
3. SIAST Course manual – EDUC 180
4. SIAST Coursepack – EDUC 180

EDUC 181 - Supporting Instruction 2

The course focuses on providing assistance in language arts (listening, speaking, reading and writing) and basic mathematics. You will expand your knowledge of strategies to provide developmental and remedial programs under a teacher's supervision.

EDUC 181 Supporting Instruction 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the teaching-learning process.					
▪ Discuss the English Language Arts curriculum.					
▪ Identify general goals of math instruction.					
▪ Explain the aim of arts education.					
▪ Describe the characteristics of candidate with learning and behaviour problems.					
▪ Describe teaching candidates with learning and behavioural problems.					
2. Review the context and players involved in the teaching process.					
▪ Discuss communicating with parents.					
▪ Discuss communicating with professionals.					
3. Identify instructional methods and materials.					
▪ Discuss the arrangement of a classroom.					
▪ Describe instructional materials and equipment.					
▪ Describe scheduling concerns in a classroom setting.					
▪ Discuss challenges of inclusion, co-teaching and collaboration.					
▪ Identify activities that match with educational objectives.					
▪ Discuss the development and use of learning centers in the classroom.					
4. Describe language development and emergent literacy.					
▪ Define emergent literacy.					
▪ Discuss the purposes, modes and teaching of oral language.					
▪ Describe reading and developmental reading strategies.					
5. Apply strategies to assist candidates in developing skills in the language arts.					
▪ Review the components of language.					
▪ Discuss language difficulties found in candidates.					
▪ Describe assessment of language skills.					
▪ Describe language service delivery models.					
▪ Describe teaching language skills and language activities.					
▪ Discuss the components of effective reading instruction.					
▪ Describe developmental and remedial reading approaches used.					
▪ Identify teaching strategies and activities used in reading.					
▪ Explain principles and approaches used for teaching spelling.					
▪ Discuss the characteristics of candidate handwriting problems and components of handwriting.					

EDUC 181 Supporting Instruction 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Review skills required in language arts instruction. 					
6. Apply strategies to assist candidates in development skills in mathematics.					
<ul style="list-style-type: none"> ▪ Define basic terms and processes used in math. 					
<ul style="list-style-type: none"> ▪ Describe effective math instruction. 					
<ul style="list-style-type: none"> ▪ Examine instructional practices for computation and problem solving. 					
<ul style="list-style-type: none"> ▪ Examine instructional games for mathematics. 					
<ul style="list-style-type: none"> ▪ Review skills required in math instruction. 					
7. Discuss cultural arts and crafts in the classroom.					
<ul style="list-style-type: none"> ▪ Discuss the importance of cultural arts and crafts. 					
<ul style="list-style-type: none"> ▪ Discuss cultural arts and crafts instruction. 					
<ul style="list-style-type: none"> ▪ Identify arts and crafts used in different cultures. 					
8. Use assistive technology and computers in the learning process.					
<ul style="list-style-type: none"> ▪ Discuss the use of assistive technology in teaching and learning. 					
<ul style="list-style-type: none"> ▪ Identify various means of assistive technology. 					
<ul style="list-style-type: none"> ▪ Identify components of computer literacy. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix B: [EDUC 181 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)

- Provide three written examples of developmental reading strategies that you have used with a beginning reader
- Provide two written examples of strategies used to improve candidates' Language Arts and Math skills and use a specific assistive technology method to present these examples
- Provide two examples of cultural arts and crafts activities that you have used in a classroom setting.

2. **Structured interview** – Be prepared to discuss the following:

- The components of common essential learnings (CELEs) and how they can be used in the language arts, math and arts education curriculum.
- Given a specific scenario, outline communication techniques you would use for effective communication.
- Given a specific scenario, outline an appropriate instructional method, how the candidates could be grouped and the materials required.

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Bos, C., Vaughn, S., Mercer, C., and Mercer, A., *Supporting Instruction for Candidates with Learning and Behaviour Problems* (2007). Pearson Education Inc.
2. SIAST Course manual – EDUC 181
3. SIAST Coursepack – EDUC 181

HLTH 184 – Health Promotion

The course presents a holistic approach to wellness with a focus on personal health. You will receive instruction in the lifestyle practices that promote health and wellness. You will study work place safety practices and have the opportunity to demonstrate competency in practical skills necessary for worker and client safety.

HLTH 184 – Health Promotion Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss holistic health and wellness.					
▪ Discuss reasons to promote health and wellness in self and others					
▪ Describe the factors that influence health and wellness					
• Explain the four directions of the First Nations Medicine Wheel					
2. Demonstrate standard precautions					
▪ Apply methods of infection control					
3. Demonstrate workplace safety					
▪ Practice the principles of back care and body mechanics					
▪ Follow WHMIS and occupational health and safety regulations					
▪ Describe issues surrounding involuntary childlessness.					
4. Discuss the importance of nutrition on health					
▪ Explain the function of nutrients including carbohydrates, fats, and proteins					
▪ Explain the principles of healthy nutrition					
▪ Plan a nutritional healthy menu					
5. Promote self-health					
▪ Describe self-health Life Management Skills in the mental and psychological dimensions for health and wellness					
▪ Describe self-health Life Management Skills in the emotional dimension for health and wellness					
▪ Describe self-health Life Management Skills in the social and occupational dimensions for health and wellness					
▪ Describe self-health Life Management Skills in the spiritual dimensions for health and wellness					
▪ Describe self-health Life Management Skills in the physical dimensions for health and wellness					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix L: [HLTH 184 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)

- Provide a description of similarities between the First Nations Medicine Wheel and the Dimensions of Health and Wellness
- Provide a copy of a current WHMIS certificate and food safety handling certificate
- Employer checklist validating proper body mechanics and hand washing techniques
- Provide a written description of promoting self-health

2. **Challenge exam**

A challenge exam (2 hrs) assessing learning outcomes 1 through 6. The passing mark is 60%

Note: The PLAR candidate must complete either #1 (evidence file) **AND** #2 (challenge exam)

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Hoeger, W., Turner, L., & Hafen, B. (2007). *Wellness Guidelines for a Healthy Lifestyle (4th edition)*. Thompson Wadsworth.
2. SIAST Course manual – HLTH 184

HUMD 100 – Child and Adolescent Development

Your studies will focus on the period of development from conception to adolescence. You will receive information about the effects of heredity and the environment on the emotional, social, cognitive and physical development of children and adolescents. The course also provides an introduction to the theories of learning and personality and methods of studying human behaviour.

HUMD 100 – Child and Adolescent Development Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify the characteristics of the major philosophical and theoretical views of human development.					
▪ Define child development.					
▪ Explain theories and social policy that affect human development.					
▪ Explain the research process.					
2. Discuss prenatal development.					
▪ Describe the process of genetic transmission.					
▪ Discuss reproductive choices.					
▪ Recognize prenatal development.					
▪ Identify influences on prenatal health and development.					
▪ Describe childbirth.					
3. Describe infant early learning, motor skill and perceptual capacities.					
▪ Describe the organized newborn.					
▪ Explain SIDS.					
▪ Recognize motor development in infancy.					
▪ Describe perceptual development in infancy.					
4. Describe physical development from infancy to adolescence.					
▪ Recognize physical growth and across early and middle childhood.					
▪ Describe brain development.					
▪ Discuss factors affecting physical growth.					
▪ Discuss physical growth during puberty.					
▪ Discuss puberty and adolescent health.					
5. Describe cognitive development from infancy to adolescence.					
▪ Explain Piaget’s Cognitive Development Theory.					
▪ Discuss the Core Knowledge Perspective.					
▪ Describe children’s understanding of death.					
▪ Explain Vygotsky’s Sociocultural Theory.					
▪ Explain the Information-Processing approach.					
▪ Describe attention and memory as it relates to early and middle childhood.					
▪ Identify definitions of intelligence.					
▪ Describe measuring intelligence.					
▪ Discuss the impact of early intervention on the development of intelligence.					

HUMD 100 – Child and Adolescent Development Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Explain giftedness. 					
6. Describe language development from infancy to adolescence.					
<ul style="list-style-type: none"> ▪ Describe components of language development. 					
<ul style="list-style-type: none"> ▪ Recognize theories of language development. 					
<ul style="list-style-type: none"> ▪ Discuss Prelinguistic Development. 					
<ul style="list-style-type: none"> ▪ Identify Phonological and Semantic Development. 					
<ul style="list-style-type: none"> ▪ Describe Grammatical Development. 					
<ul style="list-style-type: none"> ▪ Discuss Bilingualism as it relates to early childhood. 					
7. Describe emotional development from infancy to adolescence.					
<ul style="list-style-type: none"> ▪ Recognize the functions and development of emotions. 					
<ul style="list-style-type: none"> ▪ Outline Temperament and development. 					
<ul style="list-style-type: none"> ▪ Discuss the importance of attachment. 					
<ul style="list-style-type: none"> ▪ Discuss the development of self-and self-concept. 					
<ul style="list-style-type: none"> ▪ Explain the effect of social issues and cultural influences on adolescents. 					
<ul style="list-style-type: none"> ▪ Discuss developing relationships with others. 					
<ul style="list-style-type: none"> ▪ Explain theoretical perspectives on the development of morality. 					
<ul style="list-style-type: none"> ▪ Discuss influences on moral development. 					
<ul style="list-style-type: none"> ▪ Describe the link between moral reasoning and self-control. 					
8. Describe social development from infancy to adolescence.					
<ul style="list-style-type: none"> ▪ Discuss gender stereotypes and gender roles. 					
<ul style="list-style-type: none"> ▪ Identify influences on gender stereotyping and gender roles. 					
<ul style="list-style-type: none"> ▪ Describe the development of gender identity. 					
<ul style="list-style-type: none"> ▪ Explain sex differences in the development of gender stereotyped attributes. 					
<ul style="list-style-type: none"> ▪ Discuss children’s peer relationships. 					
<ul style="list-style-type: none"> ▪ Discuss friendship and peer groups. 					
<ul style="list-style-type: none"> ▪ Discuss the influence of television and computers on children’s development. 					
<ul style="list-style-type: none"> ▪ Discuss the influence of school. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. **Further information and criteria will be provided to the PLAR candidate following the consultation meeting.**

1. Challenge exam: two challenge exams (60% pass)
 - The first exam will support the completion of learning outcomes 1-4.
 - The second exam will support the completion of learning outcomes 5-8.

Both exams are a combination of multiple choice and true/false questions. For each exam, you will be allocated a maximum of 2 hours to complete. The time and place for the exams will be arranged by SIAST ECE/EA program.

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Saskatchewan Institute of Applied Science and Technology. (2007). *HUMD 100 Child and Adolescent Development* [Course Manual]. Prince Albert, SK: SIAST Woodland Campus.
2. Berk, Laura E., Shanker, Stuart G., (2006). *Child Development, 3rd Canadian Edition*, Pearson.

HUMR 180 - Roles and Responsibilities

Your studies will focus on the responsibilities of teacher assistants and their relationship with classroom teachers and other professionals. You will explore the legal and ethical implications of your role as a teacher assistant and develop an understanding of the importance of professional behaviour.

HUMR 180 Roles and Responsibilities Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the role of the educational assistant.					
<ul style="list-style-type: none"> ▪ Describe the contributions of educational assistants in schools. 					
<ul style="list-style-type: none"> ▪ Review instructional and non-instructional tasks of educational assistants. 					
<ul style="list-style-type: none"> ▪ Identify possible work assignments for educational assistants. 					
<ul style="list-style-type: none"> ▪ Discuss the difference between the responsibilities of teachers and those of educational assistants. 					
<ul style="list-style-type: none"> ▪ Review the working conditions of educational assistants. 					
2. Describe effective communication strategies for educational assistants.					
<ul style="list-style-type: none"> ▪ Describe strategies for effective teacher-educational assistant communication. 					
<ul style="list-style-type: none"> ▪ Discuss language that communicates respect for people with disabilities. 					
<ul style="list-style-type: none"> ▪ Discuss empathetic and respectful communication with parents of candidates with special needs. 					
3. Describe innovative and current school initiatives.					
<ul style="list-style-type: none"> ▪ Examine the school plus model of educational delivery to develop a philosophical understanding of this concept. 					
<ul style="list-style-type: none"> ▪ Examine integrated services that enhance the philosophy of school plus. 					
<ul style="list-style-type: none"> ▪ Identify possible work assignments that support cultural immersion and regional identity. 					
<ul style="list-style-type: none"> ▪ Review alternative delivery systems that exist in educating Saskatchewan children. 					
4. Discuss the philosophy of inclusion and the strategies that support children with disabilities.					
<ul style="list-style-type: none"> ▪ Explain how the Charter of Rights and Freedoms protects the diverse needs of all candidates through inclusive and special education. 					
<ul style="list-style-type: none"> ▪ Review the characteristics of inclusive education. 					
<ul style="list-style-type: none"> ▪ Describe strategies for the successful inclusion of candidates with diverse needs. 					
<ul style="list-style-type: none"> ▪ Describe the rights of children with disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the impact inclusive education has on candidates with and without disabilities, educators and parents. 					
5. Explain the implications of Canadian Law as applied to the role of an educational assistant.					
<ul style="list-style-type: none"> ▪ Explain standard of care as it applies to educational assistants. 					

HUMR 180 Roles and Responsibilities		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
	<ul style="list-style-type: none"> ▪ Describe the Criminal Code provisions on corporal punishment. 					
	<ul style="list-style-type: none"> ▪ Describe the Criminal Code provisions on sexual touching. 					
	<ul style="list-style-type: none"> ▪ Review access copyright regulations as they apply to schools. 					
6.	Describe how federal and provincial legislation influences educational assistants' relationships with candidates.					
	<ul style="list-style-type: none"> ▪ Describe the implications for schools of Canada's Criminal Youth Justice Act. 					
	<ul style="list-style-type: none"> ▪ Explain the obligation of school personnel to report suspected abuse. 					
	<ul style="list-style-type: none"> ▪ Explain the obligation of school personnel to document the attendance of candidates. 					
7.	Describe your rights and responsibilities as a school board employee.					
	<ul style="list-style-type: none"> ▪ Discuss your rights as an employee. 					
	<ul style="list-style-type: none"> ▪ Identify limits placed on your rights and how this impacts the responsibilities you have as a school board employee. 					
8.	Discuss professionalism in the educational assistant role.					
	<ul style="list-style-type: none"> ▪ Define professionalism. 					
	<ul style="list-style-type: none"> ▪ Review the contents of an educational assistant code of ethics. 					
	<ul style="list-style-type: none"> ▪ Discuss how to prevent professional burnout. 					
	<ul style="list-style-type: none"> ▪ Identify opportunities for professional development. 					
	<ul style="list-style-type: none"> ▪ Explain preparations you can make for your first educational assistant assignment. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix C: [HUMR 180 Candidate Action Plan](#)

1. **Evidence File** (May require an interview with the Program Head/Assessor for clarification of evidence.)
 - Provide two examples of innovative and current school initiatives
 - Provide three examples of strategies that support inclusion of candidates with disabilities

2. **Structured Interview** – Be prepared to discuss the following:
 - Your role as an educational assistant and how professionalism is demonstrated.
 - Given a specific scenario, outline communication techniques you would use for effective communication.
 - Your rights and responsibilities as a school board employee
 - Given a specific scenario, outline the implications of law on your role as an educational assistant and your relationships with candidates.

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Cohen, M.K., Gale, M. & Meyer, J.M. (1994). *Survival Guide for the First Year Special Education Teacher*. Reston, VA: The Council for Exceptional Children.
2. MacKay, A.W. & Sutherland, L.I. (2006). *Teachers and the Law, 2nd Edition*. Toronto: Edmond Montgomery Publications Limited.
3. Minnesota Department of Education. *Integration Checklist: A Guide to Full Inclusion of Candidates with Disabilities*.
4. Schwier, K.M. (1997). *The Right Stuff: A Plain Language Book About Basic Human Rights*. Saskatoon: Saskatchewan Association for Community Living.
5. SIAST course manual & coursepack (Combined) – HUMR 180

SPSY 281 - Studies of Exceptionality A

You will be provided with an introduction to the area of exceptionalities. You will discuss issues and trends in the field and problems associated with defining and identifying individuals with exceptionalities. You will study in depth specific areas of exceptionality: speech and language differences, learning disabilities, intellectual disabilities, and giftedness. Emphasis will be on the developmental consequences of having a disability and intervention strategies used with individuals with disabilities.

Equivalent course(s): ECD 223

SPSY 281 Studies of Exceptionality A Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the principles and practices that underlie the care and education of people with exceptionalities.					
▪ Define the terms used in the study of exceptionalities.					
▪ Identify the major categories of exceptionalities.					
▪ Identify the pros and cons of labelling.					
▪ Discuss the challenge of accurately estimating the prevalence of exceptionalities.					
▪ Describe intervention with children with exceptionalities.					
▪ Identify the steps from segregation to inclusion.					
▪ Identify the educational team members who may be involved with successful inclusion of a candidate with special needs.					
▪ Describe individual education plans.					
2. Identify the risk factors for the development of disabilities.					
▪ Explain why knowledge of etiologies, symptoms and treatments are important to paraprofessionals.					
▪ Identify established risk factors for a disability.					
▪ Identify biological risk factors for a disability.					
▪ Identify environmental risk factors for a disability.					
▪ Distinguish among primary, secondary and tertiary prevention disabilities.					
3. Discuss the issues and trends related to the study of exceptionalities and special education.					
▪ Explain normalization and its consequences for living arrangements and education.					
▪ Identify arguments for and against inclusive schooling.					
▪ Describe legislation and litigation concerning the education of children with disabilities in the United States and Canada.					
▪ Discuss current trends in special education.					
▪ Describe methods of assessment of candidates with special needs.					
4. Describe the characteristics of people with speech and language disabilities.					
▪ Define the terms used in the study of language, the physiology of speech and the chronology of language development.					

SPSY 281 Studies of Exceptionality A Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe language problems. 					
<ul style="list-style-type: none"> ▪ Describe speech disorders. 					
<ul style="list-style-type: none"> ▪ Discuss the development consequences of speech and language problems. 					
<ul style="list-style-type: none"> ▪ Discuss the assessment of speech and language problems. 					
<ul style="list-style-type: none"> ▪ Describe interventions with children who have speech and language disorders. 					
5. Describe the characteristics of people with learning disabilities.					
<ul style="list-style-type: none"> ▪ Identify the essential elements of definitions of learning disabilities. 					
<ul style="list-style-type: none"> ▪ Discuss possible etiologies of learning disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the developmental consequences of learning disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the assessment of children with learning disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the intervention with children with learning disabilities. 					
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people with learning disabilities. 					
6. Describe the characteristics of people with intellectual disabilities.					
<ul style="list-style-type: none"> ▪ Explain three main components of the definition of intellectual disability. 					
<ul style="list-style-type: none"> ▪ Identify classifications used to describe intellectual disabilities. 					
<ul style="list-style-type: none"> ▪ Discuss the prevalence of intellectual disabilities. 					
<ul style="list-style-type: none"> ▪ Discuss the etiology of intellectual disabilities. 					
<ul style="list-style-type: none"> ▪ Describe development consequences of intellectual disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the assessment of people with intellectual disabilities. 					
<ul style="list-style-type: none"> ▪ Describe intervention with people who have intellectual disabilities. 					
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people with intellectual disabilities. 					
7. Describe the characteristics of people who are gifted, talented or creative.					
<ul style="list-style-type: none"> ▪ Identify the essential elements of definitions for giftedness. 					
<ul style="list-style-type: none"> ▪ Discuss factors contributing to giftedness. 					
<ul style="list-style-type: none"> ▪ Identify the developmental consequences of giftedness. 					
<ul style="list-style-type: none"> ▪ Discuss the relative accuracy of measures used to assess giftedness. 					
<ul style="list-style-type: none"> ▪ Identify groups of gifted candidates who are under-identified. 					
<ul style="list-style-type: none"> ▪ Describe methods of educational intervention with candidates who are gifted. 					
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people who are gifted, talented and creative. 					
8. Discuss the issues related to early childhood special education.					
<ul style="list-style-type: none"> ▪ Describe the reaction of the family to having a child with a disability. 					
<ul style="list-style-type: none"> ▪ Describe family reactions to specific disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the influence a child with a disability has on siblings and the extended family. 					
<ul style="list-style-type: none"> ▪ Explain the urgency of early childhood special education. 					
<ul style="list-style-type: none"> ▪ Describe early intervention programs. 					

SPSY 281 Studies of Exceptionality A Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the adjustments compromising the transition from pre-school to public school. 					
<ul style="list-style-type: none"> ▪ Identify sources of support for parents of children with disabilities. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix D: [SPSY 281 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)

- Provide documentation of experience as a member of a collaborative intervention team for individuals with each of the following exceptionalities:
 - knowledge of the characteristics of people with speech and language disabilities and care required
 - knowledge of the characteristics of people with learning disabilities and care required
 - knowledge of the characteristics of people with intellectual disabilities and care required
 - knowledge of the characteristics of people who are gifted, talented or creative and considerations required
- Employment Validation Letter from Human Resources indicating employment in an exceptionality focused setting. (min. 1 year)

2. **Structured interview** – Be prepared to discuss the following:

- The issues related to labeling and segregation versus inclusion.

3. **Challenge exam**

The PLAR candidate will successfully complete:

- A challenge exam (3hrs) assessing learning outcomes 1 through 8. The passing mark is 60%.

Note: The PLAR candidate must complete either #1 (evidence file) **AND** #2(structured interview) **OR** #2 (challenge exam)

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Winzer, Margret. (2008). *Children with Exceptionalities in Canadian Classrooms, Eighth Edition*, Toronto, Ontario: Pearson Education Inc.
2. SIAST course manual – SPSY 281

SPSY 282 - Studies of Exceptionality B

The course is a continuation of SPSY 281 (Studies of Exceptionality A). You will study in depth specific areas of exceptionality: behavioural disorders, hearing impairments, visual impairments, special health care needs, neurological disabilities, pervasive development disorders, and severe and multiple disabilities. Emphasis will be on the developmental consequences of having a disability and intervention strategies used with individuals with disabilities. You will review the needs of adolescents and young adults as they make the transition from schools and family homes into the community.

Equivalent course(s): ECD 224

SPSY 282 Studies of Exceptionality B Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the characteristics of people with behavioural disorders.					
▪ Identify the essential components of definitions and classification of behavioural disorders.					
▪ Discuss the prevalence of behavioural disorders.					
▪ Discuss the conceptual models for examination of the etiology of behavioural disorders.					
▪ Describe the developmental consequences of behavioural disorders.					
▪ Describe methods of assessing people with behavioural disorders.					
▪ Describe intervention with people with behavioural disorders.					
▪ Examine the inclusion through the lifespan for people with behavioural disorders.					
2. Describe the characteristics of people with hearing impairment.					
▪ Describe the anatomy of the ear and the sequence of hearing.					
▪ Identify definitions and classifications associated with hearing loss.					
▪ Discuss the etiology of hearing impairments in the outer, middle and inner ear.					
▪ Discuss the developmental consequences of hearing.					
▪ Discuss the influence of the family on the development of a person with a hearing impairment.					
▪ Describe the assessment of people with hearing impairment.					
▪ Describe the medical, technical and educational interventions for people with hearing impairment.					
▪ Examine the inclusion through the lifespan for people with hearing loss.					
3. Describe the characteristics of people with visual impairments.					
▪ Describe the physiology of the eyes and the process by which an image reaches the brain.					
▪ Discuss the definitions and classifications of visual impairments.					
▪ Identify etiologies of visual impairments.					
▪ Discuss the development consequences of visual impairments.					
▪ Discuss the assessment of people with visual impairments.					
▪ Discuss intervention with people with visual impairments.					

SPSY 282 Studies of Exceptionality B Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people with vision loss. 					
4. Describe the characteristics of people with special health care needs.					
<ul style="list-style-type: none"> ▪ Define the terms used in the study of people with special health care needs. 					
<ul style="list-style-type: none"> ▪ Describe the characteristics and developmental consequences of conditions that require special health care. 					
<ul style="list-style-type: none"> ▪ Discuss child abuse and neglect. 					
<ul style="list-style-type: none"> ▪ Describe the characteristics and developmental consequences of musculoskeletal impairments. 					
<ul style="list-style-type: none"> ▪ Describe assessment and intervention with people with special health care needs. 					
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people with physical disabilities and health concerns. 					
5. Describe the characteristics of people with neurological disabilities.					
<ul style="list-style-type: none"> ▪ Describe the physiology of the central nervous system. 					
<ul style="list-style-type: none"> ▪ Describe the characteristics and developmental consequences of conditions causing neurological disability. 					
<ul style="list-style-type: none"> ▪ Describe assessment and intervention with people who have neurological disabilities. 					
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people with traumatic and acquired brain injury. 					
6. Describe the characteristics of people with pervasive developmental disorders.					
<ul style="list-style-type: none"> ▪ Define the terms used in the study of people with pervasive developmental disorders. 					
<ul style="list-style-type: none"> ▪ Distinguish between infantile autism and childhood schizophrenia. 					
<ul style="list-style-type: none"> ▪ Identify possible etiologies of pervasive developmental disorders. 					
<ul style="list-style-type: none"> ▪ Describe the developmental consequences of pervasive developmental disorders. 					
<ul style="list-style-type: none"> ▪ Describe the assessment and intervention with people who have pervasive developmental disorders. 					
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people with autism. 					
7. Describe the characteristics of people with severe and multiple disabilities.					
<ul style="list-style-type: none"> ▪ Define the terms used in the study of people with severe and multiple disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the developmental consequences of severe and multiple disabilities. 					
<ul style="list-style-type: none"> ▪ Describe the assessment of people with severe and multiple disabilities. 					
<ul style="list-style-type: none"> ▪ Describe intervention for people with severe and multiple disabilities. 					
<ul style="list-style-type: none"> ▪ Examine the inclusion through the lifespan for people with severe and multiple disabilities. 					
8. Discuss the transition of candidates into K – 12 and into the community and post-secondary education.					
<ul style="list-style-type: none"> ▪ Identify the difficulties experienced by adolescents with disabilities in secondary schools. 					

SPSY 282 Studies of Exceptionality B Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Define transition and identify the elements of transition programs. 					
<ul style="list-style-type: none"> ▪ Discuss the factors that make full inclusion of candidates with disabilities problematic in secondary schools. 					
<ul style="list-style-type: none"> ▪ Describe the post-school experiences of people with disabilities. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix E: [SPSY 282 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)

- Provide documentation of experience as a member of a collaborative intervention team for individuals with each of the following exceptionalities:
 - knowledge of the characteristics of people with behavioural disorders and the care required
 - knowledge of the characteristics of people with hearing impairment and the care required
 - knowledge of the characteristics of people with visual impairments and the care required
 - knowledge of the characteristics of people with special health care needs and the care required
 - knowledge of the characteristics of people with neurological disabilities and the care required
 - knowledge of the characteristics of people with pervasive developmental disorders and the care required
 - knowledge of the characteristics of people with sever and multiple disabilities and the care required
- Employment validation letter from human resources indicating employment in an exceptionality focused setting. (min. 1 year)
- Provide example(s) of a transition plan implemented for an individual with an exceptionality.

2. **Challenge exam**

The PLAR candidate will successfully complete:

- A challenge exam (3 hrs) assessing learning outcomes 1 through 8. The passing mark is 60%

Note: The PLAR candidate must complete either #1 (evidence file) **OR** #2 (challenge exam)

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Winzer, Margret. (2008). *Children with Exceptionalities in Canadian Classrooms, Eighth Edition*, Toronto, Ontario: Pearson Education Inc.
2. SIAST course manual – SPSY 282

FMLY 181 - Family Dynamics

You will examine the dynamics of the Canadian family, the influence of family background on the individuals and the challenges faced by families of today.

FMLY 181 Family Dynamics Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the concept of family.					
▪ Define the family.					
▪ Discuss theories about the family.					
▪ Describe the differences that exist in families.					
▪ Recognize changing family forms.					
2. Describe aspects of marriage in Canada.					
▪ Examine the social function of marriage.					
▪ Explain how marriage fits into the family cycle.					
▪ Discuss roles in marriage.					
▪ Discuss unmarried cohabitation.					
▪ Discuss same sex couples.					
▪ Explain the relationship between marriage and work.					
▪ Discuss happiness in marriage.					
3. Discuss the children in the family cycle.					
▪ Discuss the choice of having children or remaining childless.					
▪ Describe birth rate issues in Canada.					
▪ Discuss the problem of unwanted children.					
▪ Describe issues surrounding involuntary childlessness.					
4. Explain the place of socialization in the family life cycle.					
▪ Describe the role of parents as socializers.					
▪ Discuss parenting styles.					
▪ Describe the wider family circle.					
5. Describe demographic and social changes that impact the family structure.					
▪ Describe life patterns and the quality of life of lone parents.					
▪ Discuss the children of lone parents families.					
▪ Discuss teen mothers, single fathers and general issues surrounding lone parenthood.					
▪ Discuss gay and lesbian parents and the realities and myths surrounding parenting.					
▪ Describe divorce and issues surrounding divorce.					
▪ Discuss children being cared for by foster families and residential supports.					
▪ Discuss the formation of a new family system and its relationship to the family life cycle.					
6. Discuss social stressors on the family.					

FMLY 181 Family Dynamics Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Discuss the impact of employment/unemployment on the family. 					
<ul style="list-style-type: none"> ▪ Describe, in regards to family, what a problem is and the impact a problem can have on a family. 					
<ul style="list-style-type: none"> ▪ Discuss the impact of chronic illness or disability on the family. 					
<ul style="list-style-type: none"> ▪ Explain the alcoholic family system. 					
<ul style="list-style-type: none"> ▪ Discuss abuse and violence in the family. 					
<ul style="list-style-type: none"> ▪ Discuss the prevention of family violence. 					
<ul style="list-style-type: none"> ▪ Discuss poverty and the family. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix F: [FMLY 181 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)

- Written exercise interviewing two families from varying roles in marriage
- Written exercise regarding a non-traditional family
- Written assignment pertaining to a current family challenge/issue

2. **Challenge exam**

A challenge exam (2 hrs) assessing learning outcomes 1 through 6. The passing mark is 60%

Note: The PLAR candidate must complete either #1 (evidence file) **OR** #2 (challenge exam)

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Ward, M. (2006). *The Family Dynamic: A Canadian Perspective, 4th edition*. Scarborough, ON: Nelson Thompson Learning.
2. SIAST course manual – FMLY 181

MGMT 281 - Behavioural Principles and Practices

The course provides an introduction to behavioural intervention strategies and their use in managing behaviour. You will study practical guidelines for working with normal and exceptional children and youth. You will have the opportunity to apply these guidelines in a selected practical situation.

MGMT 281 Behavioural Principles and Practices Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Provide an overview of the behaviour change process.					
▪ Identify recurring behaviour problems.					
▪ Explain the context of the behaviour change process.					
▪ Identify the major elements in the behaviour change process.					
▪ Explain the philosophical values underpinning the behaviour change process.					
▪ Explain the major theoretical perspectives on the behavioural change process.					
2. Assess the behaviour and circumstances.					
▪ Identify possible reasons why an individual may be exhibiting inappropriate behaviours.					
▪ Discuss how developmentally appropriate practice influences behaviour.					
▪ Review positive guidance techniques.					
▪ Explain how to collect, record, and interpret baseline data.					
▪ Practice writing objectives and goals for behaviour change.					
3. Determine strategies in consultation with stakeholders.					
▪ Explain the intervention strategies of behaviour modification.					
▪ Explain the principles of psychodynamic behaviour management.					
▪ Explain the principles of biophysical behaviour management.					
▪ Explain the principles of environmental behaviour management.					
4. Implement selected behaviour change strategy.					
▪ Plan implementation strategies to guide behaviour.					
▪ Discuss how to work effectively with families to achieve desired behaviour change.					
▪ Describe how to set up an IPP/IEP for an individual.					
5. Evaluate strategy implemented in order to modify strategies and determine follow-up in consultation with stakeholders.					
▪ Collect data to evaluate the success of strategies implemented to change behaviour.					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning both of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file (may require an interview with the program head/assessor for clarification of evidence.)
 - behaviour change strategy plan
2. Structured interview

PERS 180 – Basic Care Skills

You will study fundamental personal care skills for daily living while integrating basic concepts of respect, safety and rehabilitation. Opportunity to practice and demonstrate the skills will be provided. You will study skills needed for assisting in feeding, toileting, grooming, lifting and transferring. You will be introduced to skills needed which support individuals to maintain optimal levels of independence.

PERS 180 Basic Care Skills Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the importance of respect in the provision of care.					
▪ Examine feelings associated with providing care.					
▪ Examine qualities of care providers most beneficial in a helping relationship.					
▪ Examine how respect is shown in the provision of care.					
2. Describe fundamentals of providing care.					
▪ Examine purposes of providing care.					
▪ Describe basic rights of persons who receive care.					
▪ Examine legal and ethical responsibilities of providing care.					
3. Describe the structure and function of major body systems.					
▪ Define key terms.					
▪ Describe body systems.					
4. Describe the dining environment and strategies to assist a client.					
▪ Examine the important aspects of preparing clients for mealtime.					
▪ Examine creating a pleasant and relaxing atmosphere at mealtimes.					
▪ Describe the care providers role in serving meals and in assisting with meals.					
▪ Examine eating aids that can be used to promote independence in eating.					
▪ Examine strategies for assisting a client to eat.					
▪ Demonstrate assisting a classmate or adult family member/acquaintance to eat.					
5. Demonstrate proper positioning.					
▪ Describe the relationship between good body alignment and proper functioning of the body.					
▪ Describe back lying, side lying, prone lying and sitting positions if client is in bed.					
▪ Describe how body positions can be adapted to meet special needs of the elderly or person with a disability.					
▪ Demonstrate safe body repositions.					
6. Assist clients to move.					
▪ Describe safety precautions for the client and care provider in transferring, lifting, and moving.					
▪ Demonstrate appropriate procedures for transferring and lifting clients.					

PERS 180 Basic Care Skills Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the safe use, care and cleaning of lifting devices. 					
<ul style="list-style-type: none"> ▪ Describe the equipment used by clients to aid mobility. 					
7. Assist with grooming, oral/dental care, and dressing.					
<ul style="list-style-type: none"> ▪ Discuss the value of appropriate grooming, oral hygiene, and dressing for clients. 					
<ul style="list-style-type: none"> ▪ Discuss activities of daily living. 					
<ul style="list-style-type: none"> ▪ Discuss assisting the client to perform dressing tasks. 					
8. Provide basic personal care.					
<ul style="list-style-type: none"> ▪ Describe risk factors that may contribute to skin breakdown. 					
<ul style="list-style-type: none"> ▪ Describe basic care activities that decrease the risk of skin breakdown. 					
<ul style="list-style-type: none"> ▪ Describe foot and nail care procedures. 					
9. Discuss bath equipment.					
<ul style="list-style-type: none"> ▪ Describe types of bath equipment. 					
<ul style="list-style-type: none"> ▪ Describe safety factors associated with using bath equipment. 					
10. Discuss bowel and bladder care.					
<ul style="list-style-type: none"> ▪ Describe specific problems that may occur in bowel and bladder control. 					
<ul style="list-style-type: none"> ▪ Describe bowel and bladder training programs. 					
<ul style="list-style-type: none"> ▪ Describe indwelling urinary catheter, condom catheter care, disposable briefs and pads. 					
<ul style="list-style-type: none"> ▪ Identify the caregiver's role in providing support. 					
<ul style="list-style-type: none"> ▪ Describe the use of rectal suppositories. 					
<ul style="list-style-type: none"> ▪ Describe ostomy care. 					
11. Discuss range of motion exercises.					
<ul style="list-style-type: none"> ▪ Identify the effects of immobility. 					
<ul style="list-style-type: none"> ▪ Describe the importance of maintaining joint mobility, muscle tone, and exercise. 					
<ul style="list-style-type: none"> ▪ Discuss range of motion techniques. 					
12. Measure temperature, pulse and Respiration, and Weight.					
<ul style="list-style-type: none"> ▪ Describe factors that influence body temperature, pulse and respiratory rate. 					
<ul style="list-style-type: none"> ▪ Describe procedures for taking measurements of temperature, pulse, respirations and weight. 					
13. Explain the principles of medication administration.					
<ul style="list-style-type: none"> ▪ Examine the two main types of medications. 					
<ul style="list-style-type: none"> ▪ Examine how medication errors can be minimized. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Performance evaluation
2. Challenge exam

SFTY 184 – Crisis Prevention

You will learn strategies for crisis prevention. The importance of developing self awareness and establishing a safe environment is emphasized. You will learn techniques to resolve conflicts without the use of force.

SFTY 184 – Crisis Prevention Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Define crisis situations and describe the model of crisis intervention					
▪ Define crisis situations					
▪ Describe the six components of the crisis intervention model					
2. Explain the importance of self awareness in conflict situations					
▪ Identify current crisis prevention skills					
▪ Identify person triggers					
▪ Identify personal attitudes and prejudices					
3. Recognize personal response patterns in conflict situations					
▪ Identify feelings that might influence the ability to handle a crisis					
▪ Identify behavioural responses that influence crises					
4. Describe how to ensure a safe work environment for staff, candidates and clients					
▪ Identify ways to change the environment to prevent crises					
▪ Describe individual prevention techniques					
5. Describe the use of assessment and early intervention skills used to prevent a crisis					
▪ Describe the factors associated with assessment					
▪ Explain the principles of early intervention					
▪ Describe the verbal skills required for early intervention					
6. Describe responses to acting-out behaviour					
• Describe the issues related to a proper response to acting-out behaviour					
• Describe the general principles for responding to acting-out behaviour					
7. Describe the role and model of crisis debriefing					
• Define crisis debriefing					
• Describe the debriefing process					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

*See Appendix M: [SFTY 184 Candidate Action Plan](#)

1. **Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)

- Provide a description of a crisis situation that you were involved in and the strategies that were used resolve it
- Employer checklist validating techniques of crisis prevention

2. **Structured interview** – Be prepared to discuss the following:

- Given a specific scenario, outline the precipitating factors and the preferred intervention that should be considered

3. **Challenge exam**

A challenge exam (2 hrs) assessing learning outcomes 1 through 7. The passing mark is 60%

Note: The PLAR candidate must complete either #1 (evidence file) **AND** #2 (structured interview) OR #3 (challenge exam)

Resources A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. SIAST course manual – SFTY 184

PRAC 174 - Practicum 1

You will participate in a six-week practicum in a K-6 classroom setting. You will have the opportunity to apply theory to practice while supporting and assisting the classroom teacher. Under the supervision of the classroom teacher, you will work in basic subject areas with individuals or small groups.

Equivalent course(s): WORK 187

PRAC 174 Practicum 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Demonstrate professional behaviour.					
2. Demonstrate rapport with candidates.					
3. Provide team support.					
4. Provide instructional support.					
5. Provide social and behavioural support.					
6. Assist in the implementation of individualized program plans.					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

- Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)
 - Written detail of job description and responsibilities.
 - Current resume detailing work history of PLAR candidate.
 - Employment validation letter from human resources indicating employment in a school setting. (min. 1 yr.) (See [Appendix J: PRACTICUM Employment Validation Form](#))
 - Two performance evaluations, one completed by supervising personnel, the second completed by school administrator. (See [Appendix G: PRAC 174 PLAR Evaluation](#))
 - Written detail of any workplace training and/or workshops.

PRAC 175 - Practicum 2

You will participate in a six-week practicum in a grade 7-12 classroom setting. You will have the opportunity to apply theory to practice while supporting and assisting the classroom teacher. Under the supervision of classroom teachers, you will work with candidates who have challenging needs.

Equivalent course(s): WORK 188

PRAC 175 Practicum 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Demonstrate professional behaviour.					
2. Demonstrate rapport with candidates.					
3. Provide team support.					
4. Provide instructional support.					
5. Provide social and behavioural support.					
6. Assist in the implementation of individualized program plans.					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

- Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)
 - Written detail of job description and responsibilities.
 - Current resume detailing work history of PLAR candidate.
 - Employment validation letter from Human Resources indicating employment in a school setting. (min. 1 yr.) (See [Appendix J: PRACTICUM Employment Validation Form](#))
 - Two performance evaluations, one completed by supervising personnel, the second completed by school administrator. (See [Appendix H: PRAC 175 PLAR Evaluation](#))
 - Written detail of any workplace training and/or workshops.

Practicum Block

PRAC 174 - Practicum 1

You will participate in a six-week practicum in a K-6 classroom setting. You will have the opportunity to apply theory to practice while supporting and assisting the classroom teacher. Under the supervision of the classroom teacher, you will work in basic subject areas with individuals or small groups.

Equivalent course(s): WORK 187

PRAC 175 - Practicum 2

You will participate in a six-week practicum in a grade 7-12 classroom setting. You will have the opportunity to apply theory to practice while supporting and assisting the classroom teacher. Under the supervision of classroom teachers, you will work with candidates who have challenging needs.

Equivalent course(s): WORK 188

Practicum Block	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
1. Demonstrate professional behaviour.					
2. Demonstrate rapport with candidates.					
3. Provide team support.					
4. Provide instructional support.					
5. Provide social and behavioural support.					
6. Assist in the implementation of individualized program plans.					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

- Evidence file** (May require an interview with the program head/assessor for clarification of evidence.)
 - Current resume detailing work history of PLAR candidate
 - Employment validation form human resources indicating employment in a school setting. (min. 2 yrs.) (See [Appendix J: PRACTICUM Employment Validation Form](#))
 - Two performance evaluations, one completed by supervising personnel, the second completed by school administrator. (See [Appendix I: PRAC BLOCK PLAR Evaluation](#))
 - Written detail of any workplace training and/or workshops

Educational Assistant Certificate Program



Appendices



SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

Candidate action plan

EDUC 180

Supporting Instruction 1

If you qualify for PLAR, you will be asked to demonstrate your learning by successfully completing **both** of the following assessment methods. Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1 – 5 of the following evidence supporting the meeting of learning outcomes 2 – 8, 10 & 11.

Note: An interview with the program head/assessor may be required for clarification of evidence.

Part 1:

Using the criteria given below, provide examples of instructional approaches that you have used in the classroom for both A & B OR complete the following simulated planning exercise.

- A. In written format, describe two different types of teacher directed instructional approaches. Include how they can be used in a classroom setting, when they would be used and the advantages or disadvantages of using this approach. You may choose two approaches from the following list:
- Large group instruction
 - Small group instruction
 - Skill demonstration
 - Deductive and inductive teaching
- B. In written format, describe two different types of candidate-centered instructional approaches. Include how they can be used in a classroom setting, when they would be used and the advantages or disadvantages of using this approach. You may choose two approaches from the following list:
- inquiry/discovery model
 - co-operative learning
 - jig-saw technique
 - independent study

OR complete the simulated planning exercise (following page).

Performance Test

Name: _____

Candidate ID: _____

Simulated Planning Exercise

Date: _____

Given:

1. Textbook: Armstrong, T. (2000). *Multiple Intelligences in the Classroom*, 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Directions:

Part 1

Imagine that you are an educational assistant who works with Mr. Moore in his grade six class. Soon the class will begin working on a new unit. Mr. Moore suggests that you meet with him next Monday to plan the unit. He asks, in the meantime, that you think of some ideas to combine with his.

For the purpose of this assignment, you may choose one of the following unit topics: **Nova Scotia, Beavers or Rail Transportation.**

Step 1:

- a. Search the internet for sources of information on your topic.
- b. Find at least two websites to which you can refer Mr. Moore for detailed information or teaching ideas.
- c. Write a short (1/2 page) paragraph describing the type of information he will find on those websites.

Step 2:

- a. Brainstorm ideas and draw a spider concept map of ideas relevant to the topic.
- b. Visit the following websites to ensure you are familiar with a spider concept map and how it is used:
 - i. http://library.uwf.edu/tutorials/module_conceptmapping/content.htm
 - ii. <http://www.lpg.fsu.edu/charting/instructionalstrategies/howto-tactics/ht-k3dccmap.aspz>
- c. Organize the branches of the map to show how ideas are related to one another.

Step 3:

- a. Mr. Moore plans to set up topic-specific activity centres corresponding to the eight intelligences (See Armstrong, pages 71-74 for examples).
- b. For each centre, think of two possible tasks for the activity cards. (*Remember that instruction should be brief [to fit on a recipe file card], but clear enough that candidates can follow them independently or with minimum guidance.*)
- c. For each activity centre, think of a third alternate activity designed to accommodate a candidate with exceptionality. Specify the exceptionality you have in mind and

Appendix A: EDUC 180 candidate action plan

provide some background information of the candidate's capabilities (for example, you work with a candidate who is autistic or has a visual impairment and the activities need to be modified to meet their individual needs).

- d. You have devised 24 activities in all.

Step 4:

- a. Mr. Moore also asks you to contribute to instruction of the unit by writing, constructing, presenting, performing or leading an activity using an intelligence in which you have confidence.
- b. Write a paragraph describing your contribution. Examples might be a craft, a game, a song, a reading, a puzzle, a math problem, a guided imagery exercise or a piece of artwork. You should be creative with your contribution. Educational assistant candidates in base programs should be prepared to show or demonstrate their contribution informally in class.

Criteria: All items must be checked **yes** for attainment.

- | | | |
|--|------------------------------|-----------------------------|
| 1. Described the content of at least two websites that would be useful for a grade six classroom and was relevant to the topic. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Included a concept map of topic chosen with each branch of the map relevant to the central topic. Ideas are age appropriate and neatly organized. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Recorded 24 activities in total that are related to the central topic with an accurate use of the intelligence indicated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Recorded their contribution which enhances the unit, is suitable for grade six candidates and promotes involvement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Submitted assignment to an instructor in a neat, legible format with correct spelling and grammar. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

All criteria must receive a checkmark for successful completion. If the candidate does not receive a checkmark, in an interview format (in person, or over the phone) the assessor will discuss this with the candidate and the candidate will be given an opportunity to demonstrate their knowledge and understanding of the gap(s) identified.

Part 2

Step 1: Submit copies of the following data collection/recording work samples that you have used in your work experience:

- anecdotal records
- checklists
- rating scales

<http://www.sasked.gov.sk.ca/docs/kindergarten/anecdotal.pdf>

http://www.fcs.utah.edu/info/cfdc/2610/anecdotal_records.doc

<http://www.sasked.gov.sk.ca/docs/francais/frcore/sec/eval3.html>

Step 2: Submit a teacher validation letter authenticating your samples. (See [EDUC 180 teacher validation letter](#))

Part 3

Employment validation letter from human resources indicating employment in a multicultural school environment. (min. 1 year) **OR** documentation of two scenarios illustrating distinct adaptations for multicultural candidates. ([See EDUC 180 employment validation letter](#))

Part 4

Employment validation letter from human resources indicating employment in an exceptional focused school or classroom. (min. 1 year) **OR** documentation of two scenarios illustrating distinct adaptations for exceptional candidates. (See [EDUC 180 employment validation letter](#))

Part 5

Completed teacher evaluation form

Assessment method 2: structured interview

During a personal interview, discuss the importance of your role as part of an educational team and describe specific management techniques you have used with your candidates (assessing learning outcomes 1 & 9)

In an interview format, you will be asked to discuss the importance of an educational assistant's role as part of an educational team. You will also discuss specific management techniques implemented with candidates.

Interview questions: Please be prepared to discuss the following questions:

1. What is the role of an educational assistant as part of an educational team?
2. What is the role of a teacher as part of an educational team?
3. What duties are the sole responsibility of the teacher and should not be delegated to an educational assistant?
4. Identify other labels that may be used to describe educational assistants.
5. What does "classroom management" mean?
6. What does the term "discipline" mean? How have you ensured that discipline is maintained while working with candidates?
7. What management technique would use for the following scenarios?
 - The children have been building bird feeders for the last three days. Jimmy is already finished with his project and is wandering around the room distracting the other children.
 - The children are out playing kickball. You suddenly realize that they are running late to go to the computer lab. You immediately tell the children that it's time to go inside. Jason, who usually enjoys going to the lab, gets angry and yells, "I don't want to go to the stupid computer lab! I want to stay outside and playing!"

Appendix A: EDUC 180 candidate action plan

- You hear a fight starting outside the classroom. Two candidates who are engaged in an argument begin to push and shove each other. You tell the candidates to break it up and report to their next class. One agrees, but the other throws a punch at the other candidate. You grab the candidate that is continuing the confrontation and lead him away. The candidate snarls at you, "Get your hands off me, I have my rights."

Recommended resources:

1. Gursky, Beatrice (2003). *The Art of Assisting in the Classroom*. Sherwood Park, Alberta: SchoolBell Productions Inc.
2. Armstrong, T. (2000). *Multiple Intelligence in the Classroom*, 2nd edition. Alexandria, V.A: Association for Supervision and Curriculum Development.
3. SIAST course manual
4. SIAST coursepack

EDUC 180 Teacher Validation Letter

Teacher Validation Letter – EDUC 180 Supporting Instruction 1
Prior Learning Assessment and Recognition

Instructions: The teacher validation letter provides a statement of verification of the authenticity of the data collection/recording work samples.

The teacher validation letter must be printed on letterhead of your current employer and signed by a direct supervisor.

A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the Educational Assistant Certificate program.

Letter template:

Date

To Whom It May Concern:

I have reviewed the work of [NAME OF EMPLOYEE/CANDIDATE] and can verify that the data collection/recording work samples are the authentic work of the above named employee, and was developed without assistance from me or any other person.

Please contact me at [PHONE] or [EMAIL] with any questions or for additional information.

Sincerely,

[NAME]
[TITLE]

EDUC 180 Employment Validation Letter

Employment Validation Letter – EDUC 180 Supporting Instruction 1
Prior Learning Assessment and Recognition

Instructions: The employment validation letter provides a statement of verification of employment.

The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s).

A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the Educational Assistant Certificate program.

Letter template:

Date

To Whom It May Concern:

I have reviewed the employment records of [NAME OF EMPLOYEE/CANDIDATE] and can verify that [NAME OF EMPLOYEE/CANDIDATE] has been employed by [NAME OF EMPLOYER] for [LENGTH OF EMPLOYMENT IN DAYS].

Please contact me at [PHONE] or [EMAIL] with any questions or for additional information.

Sincerely,

[NAME]
[TITLE]

Candidate action plan

EDUC 181

Supporting Instruction 2

If you qualify for PLAR, you will be asked to demonstrate your learning by successfully completing **both** of the following assessment methods. Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1 – 3 of the following evidence supporting the meeting of Learning Outcomes 4, 5, 6, 7 & 8.

Note: An interview with the Program Head/Assessor may be required for clarification of evidence.

Part 1

In written format, describe three different types of word decoding strategies that can be used with a beginning reader. Define each of the strategies chosen, and describe how this approach has been used in the classroom setting to improve the reading abilities of beginning readers. You may choose three approaches from the following list:

- Phonic analysis
- Onset-rime
- Structural analysis
- Syllabication
- Automatic word recognition
- Syntax and semantics

Part 2

Provide two written examples of strategies used to improve candidates' Language Arts and Math skills and use a specific assistive technology method to present these examples. Candidate must provide one example for Language Arts and one for Math skills.

Part 3

Provide two examples of cultural arts and crafts activities that you have used in a classroom setting. Each example should represent a different culture.

Assessment method 2: structured interview

During a personal interview, discuss the components of Common Essential Learnings (CELs) and how they can be implemented in Language Arts, Math and Art instruction. You will also be presented with scenarios and expected to outline effective communication techniques you would use. Instructional methods and appropriate grouping measures will be discussed with another set of scenarios (assessing learning outcomes 1, 2 & 3)

In an interview format, you will be asked to discuss the importance of curriculum knowledge and effective communication techniques as an educational assistant. You will also discuss instructional methods that can be implemented with candidates.

Interview questions: Please be prepared to discuss the following questions:

1. Name the six Common Essential Learnings (CELEs).
2. How would you incorporate each of the Common Essential Learnings into a Math unit on multiplication?
3. What method of communication would you use for the following scenarios?
 - You have started working as an educational assistant in a new school and have been dealing with many different staff members and candidates. On a daily basis, you have noticed that the school janitor has been watching you closely while you have been working with individual candidates in the hallway. After two weeks of school, the janitor approaches you and asks if you would like to go out on a date. You are not interested and feel that this matter needs to be dealt with immediately.
 - Part of your assignment as an educational assistant has been to go with a candidate to a regular classroom and assist. The regular teacher has made a commitment to allow this candidate more time to take the tests given in class. However, this is not practiced in the classroom. The candidate is now failing.
 - A fellow paraeducator talks in a negative manner about her job while the two of you are eating lunch in the lounge.
4. What instructional method should be used and how should the candidates be grouped based on the information given in each of the following scenarios?

Take a look at the following situations and give suggestions about the instructional method that would best suit the educational objective (small group, large group/whole class, one-to-one, cooperative learning or independent learning) and how you would group the candidates (Would you put candidates with different or the same skill levels or aptitudes/intelligence together?)

- The teacher would like the candidates to produce a class newspaper. The class has been studying newspapers and reading a story from a different section each day. Candidates will decide on stories, take pictures, write, edit and other things needed to put a newspaper together.
- Four candidates have shown that they do not understand multiplication.
- Candidates are to write for five minutes in their journal.
- The teacher wants to teach the rules for making plurals.

Recommended resources:

1. Bos, C., Vaughn, S., Mercer, C. and Mercer, A., *Supporting Instruction for Candidates with Learning and Behavior Problems (2007)*. Pearson Education Inc.
2. SIAST course manual
3. SIAST coursepack

Candidate action plan

HUMR 180

Roles & Responsibilities

If you qualify for PLAR, you will be asked to demonstrate your learning by successfully completing **both** of the following assessment methods. Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1 & 2 of the following evidence supporting the meeting of learning outcomes 3 & 4. An interview with the program head/assessor may be required for clarification of evidence.

Part 1

Using the criteria given below, provide written examples, briefly describing two innovative and/or current school initiatives.

Criteria: Candidate must be able to:

- Identify two current/new school initiatives.
- Submit sufficient written information (1 -2 paragraphs each).
- Identify where initiatives are implemented.
- Describe rationale behind use of initiative in the school(s).

Part 2

Provide three examples of important factors that support inclusion of candidates with disabilities.

Assessment method 2: structured interview

During a personal interview, discuss your role as an educational assistant and how professionalism is demonstrated, communication techniques used for effective communication, your rights and responsibilities as a school board employees and the implications of law on your role as an educational assistant and your relationship with candidates. (Assessing Learning Outcomes 1, 2, 5 & 6)

In an interview format, you will be asked to discuss your role as an educational assistant and how professionalism is demonstrated, communication techniques used for effective communication, your rights and responsibilities as a school board employees and the implications of law on your role as an educational assistant and your relationship with candidates.

Interview questions: Please be prepared to discuss the following questions:

1. For each task listed below, indicate whether it is an acceptable duty for an educational assistant.
 - Drill number facts
 - Mark essays
 - Prepare lesson plans

Appendix C: HUMR 180 candidate action plan

- Supervise school yard
 - Prepare educational board games
 - Listen to candidate read aloud
 - Report candidate progress formally to parents
 - Provide initial teaching of a concept
 - Mark spelling tests
2. How you will demonstrate professionalism as an educational assistant in the areas of competence, collegial integrity, reliability, and empathy?
 3. How could you re-state each expression to communicate with respect?
 - the disabled
 - the mentally retarded
 - an epileptic
 - a cripple
 - the blind
 - Pat gets good marks for someone in a wheelchair
 - John is confined to a wheelchair
 - Natives
 - male nurse
 - chairman
 4. Suggest five guidelines for educational assistants who want to avoid charges of negligence.
 5. Name two examples of lifestyle choices that could result in the suspension or dismissal of an educational assistant.
 6. How could you be a role model for children in your day to day living?
 7. How could these situations be handled in a more appropriate manner? Identify the problem in each scenario and how the situation should have been handled in a more appropriate manner.

You are in a classroom and are trying to calm an agitated candidate, when suddenly the candidate throws his books across the room, turns over his desk, and starts hitting you. You take the candidate's arms and walk him into the timeout room. The candidate struggles, curses, and screams that you're a child abuser and that his parents will sue you. The next morning, the principal calls you and tells you that a policeman is in his office to take a report from you regarding a possible incident of child abuse. What can you do to protect yourself from this false allegation?

You have been asked by the teacher to take a small group from the emotional/behavioural disorders (EBD) class into the gymnasium for a game of basketball. The administrative assistant in the school comes into the gym and says you have a phone call in the office. Although there are no adults in the area, the candidates seem to be involved in their game so you believe it is safe to leave. You ask the administrative assistant to watch your class while you get your call. You go to the office and take the call. While on the phone, the administrative assistant runs into the office shouting there has been a fight in the gym. You run to the gym and find one of your candidates lying on the ground, unconscious and bleeding. What should have been done differently?

Candidate action plan

SPSY 281

Studies of Exceptionality A

If you qualify for PLAR, you may be asked to demonstrate your learning by completing both assessment methods 1 and 2 (Evidence File & Structured Interview) OR assessment method #3 (Challenge exam). Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1 & 2 of the following evidence supporting the meeting of learning outcomes 1, 4, 5, 6 & 7. An interview with the program head/assessor may be required for clarification of evidence.

Part 1

Using the criteria given below, provide written documentation of experience as a member of a collaborative intervention team for a person with each of the following exceptionalities.

- Speech and language disabilities
- Learning disabilities
- Intellectual disabilities
- Gifted, talented or creative

Criteria: For each exceptionality, in one page (minimum), describe:

- the common characteristics for of the exceptionality
- appropriate strategies that meet the individual's needs
- your roles and responsibilities in respect to the individual
- additional members that were part of the team and their role in the strategy

Part 2

Provide as evidence an employment validation letter from Human Resources indicating employment in an exceptionality focused setting (min. 1 year) (See [SPSY 281 Employment Validation Letter](#))

Assessment method 2: structured interview

During a personal interview, discuss the issues related to labelling and segregation versus inclusion and the issues related to early childhood special education (assessing learning outcomes 2, 3 & 8).

In an interview format, you will be asked to discuss the issues related to labelling and segregation versus inclusion and the issues related to early childhood special education.

Interview questions: Please be prepared to discuss the following questions:

1. What are the main arguments in favour of using labels in special education?
2. What are the main arguments against using labels in special education?

3. What are the benefits of inclusion for individuals with an exceptionality?
4. What are factors that could affect the prenatal period, birth, neonatal and postnatal development?

Assessment method 3: challenge exam

The PLAR candidate must successfully complete a challenge exam assessing learning outcomes 1 through 8.

- The passing mark is 60%
- PLAR candidate will be provided with NO support material, only the hard copy of the exam itself.
- PLAR candidate is allowed three (3) hours to complete the exam. In special circumstances, the exam may be given orally. Such circumstances must be identified in writing at least two weeks prior to the exam.
- The assessor is to determine the date, time and location of the exam.

SPSY 281 Employment Validation Letter

**Employment Validation Letter – SPSY 281 Studies of Exceptionality A
*Prior Learning Assessment and Recognition***

Instructions: The employment validation letter provides a statement of verification of employment in an exceptionality focused setting.

The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s).

A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the Educational Assistant Certificate program.

Letter template:

Date

To Whom It May Concern:

I have reviewed the employment records of [NAME OF EMPLOYEE/CANDIDATE] and can verify that [NAME OF EMPLOYEE/CANDIDATE] has been employed by [NAME OF EMPLOYER] for [LENGTH OF EMPLOYMENT IN DAYS] in an exceptionality focused setting.

Please contact me at [PHONE] or [EMAIL] with any questions or for additional information.

Sincerely,

[NAME]
[TITLE]

Candidate action plan
SPSY 282
Studies of Exceptionality B

If you qualify for PLAR, you will be asked to demonstrate your learning by successfully completing either Assessment Method #1 (Evidence File) **OR** Assessment Method #2 (Challenge Exam). Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1, 2 & 3 of the following evidence supporting the meeting of learning outcomes 1 to 8.

Note: An interview with the program head/assessor may be required for clarification of evidence.

Part 1

Using the criteria given below, provide written documentation of experience as a member of a collaborative intervention team for a person with each of the following exceptionalities.

- Behavioural disorders
- Hearing impairment
- Visual impairment
- Special health care needs
- Neurological disabilities
- Pervasive developmental disorders
- Severe and multiple disabilities

Criteria: For each exceptionality, in one page (minimum), describe:

- the common characteristics for of the exceptionality
- appropriate strategies that meet the individual's needs
- your roles and responsibilities in respect to the individual
- additional members that were part of the team and their role in the strategy

Part 2

Employment validation letter from human resources indicating employment in an exceptionally focused setting (min. 1 year) (See [SPSY 282 Employment Validation Letter](#))

Part 3

Using the criteria given below, provide written documentation of a transition plan that was implemented for an individual with an exceptionality.

- What is transition planning?
- Identify the members involved in the transition planning process and explain their importance to the transition
- Include the following details from your transition plan
 - Goals and objectives
 - The supports needed to obtain the goals
 - Responsibilities of team members
 - Timelines
 - Evaluation of plan

Criteria: All items must be checked **yes** for attainment.

- | | | |
|--|------------------------------|-----------------------------|
| 1. Included the definition and explanation of transition. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Identified and justified who should be on the transition team. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Identified the goals and objectives, the supports, the responsibilities of team members, timelines and evaluation of the transition plan. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Submitted to instructor using correct grammar and spelling. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Assessment method 2: challenge exam

The PLAR candidate must successfully complete a challenge exam assessing learning outcomes 1 through 8.

- The passing mark is 60%.
- You will be provided with NO support material, only the hard copy of the exam itself.
- The PLAR candidate is allowed three (3) hours to complete the exam. In special circumstances, the exam may be given orally. Such circumstances must be identified in writing at least two weeks prior to the exam.
- The assessor is to determine the date, time and location of the exam.

SPSY 282 Employment Validation Letter

**Employment Validation Letter – SPSY 282 Studies of Exceptionality B
*Prior Learning Assessment and Recognition***

Instructions: The employment validation letter provides a statement of verification of employment in an exceptionality focused setting.

The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s).

A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the Educational Assistant Certificate program.

Letter template:

Date

To Whom It May Concern:

I have reviewed the employment records of [NAME OF EMPLOYEE/CANDIDATE] and can verify that [NAME OF EMPLOYEE/CANDIDATE] has been employed by [NAME OF EMPLOYER] for [LENGTH OF EMPLOYMENT IN DAYS] in an exceptionality focused setting.

Please contact me at [PHONE] or [EMAIL] with any questions or for additional information.

Sincerely,

[NAME]
[TITLE]

Candidate action plan

**FMLY 181
Family Dynamics**

If you qualify for PLAR, you will be asked to demonstrate your learning by successfully completing one of the following assessment methods.

Assessment method 1: evidence file

Submit parts 1, 2 & 3 of the following evidence supporting the meeting of learning outcomes 1 - 6. An interview with the program head/assessor may be required for clarification of evidence.

Part 1

Using the criteria given on the performance test below, provide written information regarding two varying roles found in marriage.

Performance Test 1	Name: _____
Roles in Marriage	Candidate ID: _____
	Date: _____

Given:

1. Textbook: *The family dynamic: A Canadian perspective.*
2. Two families to interview.

Directions:

On pages 96-98 in your text, the four roles in marriage are described as "conventional", "shared", "dual career" and "reverse conventional".

1. Interview families from two of these categories. (One of these may be your own family.) Provide a brief description of the family, their lifestyle, and community.
 - a. What is their definition of family and who would they include as family?
 - b. How would they define their roles?
 - c. How was this choice made?
 - d. Describe a typical day.
 - e. How do they divide household responsibilities? (e.g. housework, cooking, yard, work etc.)
 - f. Parenting tasks? (childcare, school involvement, discipline, activities)
 - g. How are financial decisions made?
 - h. How are other decisions made?
 - i. What causes conflict?
 - j. What are some of the rewards of this role pattern? Challenges?

Appendix F: FMLY 181 candidate action plan

- k. What kind of activities do they do as a family?
- l. Describe the role of extended family in their life.
- m. What is the most important value to them in raising their family?

These are suggested questions only. There may be other issues you wish to cover as well.

2. Summarize the information you have from the two interviews.
3. Compare and contrast (note similarities and differences) the information received in the interviews with each other and compare the information received in the interviews with information found in your text. When you refer to information in the text, you must reference it.
4. Draw conclusions about roles in marriage in the family. Include your own observations about changing families.
5. Submit the information in an essay format of 1250-1500 words (five to six typed pages).
6. Reference all sources according to APA format, including the following:
 - a. includes a title page
 - b. typewritten
 - c. double spaced with 1" margins
 - d. reference quotes and ideas that you have paraphrased
 - e. create a bibliography with all resources used
7. Use correct spelling and grammatically accurate sentences. Organize your essay in a logical manner with effective use of headings and paragraphs.

Criteria: All items must be checked **yes** for attainment.

- | | | |
|--|------------------------------|-----------------------------|
| 1. Submitted an essay 1250-1500 words (five to six pages) in length. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Summarized the interviews with two families. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Compared and contrasted the information. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Compared and contrasted the information from the interviews with theory found from outside sources. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Presented conclusions about the topic. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Part 2

Using the criteria given on the performance test below, provide written information regarding family diversity.

Performance Test 2	Name: _____
Family Diversity	Candidate ID: _____
	Date: _____

Given:

1. Textbook: *The family dynamic: A Canadian perspective*.
2. Members of one family to interview.

Directions:

1. Interview various members of a family/extended family who are considered to be non traditional (as defined by your text) e.g. foster families, single parent families, gay/lesbian parents, families from different cultures. Provide a brief description of the family, their lifestyle and community.

Some topics you may want to cover:

- definition of family
- typical day
- role of extended family
- roles of various family members
- how they view their family structure in relation to what the text refers to as traditional families
- beliefs about discipline
- activities as a family
- difficulties they have faced being viewed as a non-traditional family (stereotypes, racism)
- challenges and rewards
- causes of conflict

Appendix F: FMLY 181 candidate action plan

2. Comment on what you have learned and compare your findings with the information presented in the text.
 - a. Summarize the information that you gathered from the interviews.
 - b. Compare and contrast (note similarities and differences) the information received in the interviews with the information found in your text. When you refer to information in the text, you must reference it.
 - c. Draw conclusions about diversity in families. Include your own observations about changing families.
 - d. Submit the information in an essay format of 1250-1500 words or five to six pages.
 - e. Reference all sources according to APA format, including the following:
 - includes a title page
 - typewritten
 - double spaced with 1" margins
 - reference quotes and ideas that you have paraphrased
 - create a bibliography with all resources used
3. Use correct spelling and grammatically accurate sentences. Organize your essay in a logical manner with effective use of headings and paragraphs.

Criteria: All items must be checked **yes** for attainment.

- | | | |
|---|------------------------------|-----------------------------|
| 1. Submitted an essay 1250-1500 words (five to six pages) in length. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Summarized the interviews with two families. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Compared and contrasted the information received from the interviews. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Compared and contrasted the information from the interviews with theory found from outside sources. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Presented conclusions about the topic. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Submitted the assignment to an instructor in a neat, legible format with correct spelling and grammar. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Part 3

Using the criteria given on the performance test below, provide written information regarding issues that are facing family.

Performance Test 3	Name: _____
Issues Facing Families	Candidate ID: _____
	Date: _____

Given:

1. Textbook: *The family dynamic: A Canadian perspective.*
2. Current newspaper and journal articles.

Directions:

1. Choose a current issue that presents challenges to families.
2. Research the issue by collecting articles that discuss differing perspectives on this issue. For example, if you were researching the legalization of same sex relationships, you would select articles that present both sides of that issue.
3. Collect a minimum of eight articles from newspapers, magazines or other sources. Make sure that you have the source of the article and that you reference it correctly.
4. Summarize the content presented in the articles.
5. Summarize the arguments or perspectives and discuss the issue from your own perspective.
6. Submit the information in an essay format of 1250-1500 words or five to six typed pages.
7. Reference all sources according to APA format, including the following:
 - a. includes a title page
 - b. typewritten
 - c. double spaced with 1" margins
 - d. reference quotes and ideas that you have paraphrased
 - e. create a bibliography with all resources used
8. Use correct spelling and grammatically accurate sentences. Organize your essay in a logical manner with effective use of headings and paragraphs.

Criteria: All items must be checked **yes** for attainment.

- | | | |
|---|------------------------------|-----------------------------|
| 1. Submitted an essay 1250-1500 words (five to six pages) in length. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Summarized the articles. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Compared and contrasted the information received from the articles. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Presented conclusions about the topic. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Submitted the assignment to an instructor in a neat, legible format with correct spelling and grammar. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. References all resources appropriately using APA formatting. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Assessment method 2: challenge exam

The PLAR candidate must successfully complete a challenge exam assessing learning outcomes 1 through 6.

- The passing mark is 60%
- You will be provided with NO support material, only the hard copy of the exam itself
- The PLAR candidate is allowed two (2) hours to complete the exam. In special circumstances, the exam may be given orally. Such circumstances must be identified in writing at least two weeks prior to the exam.

**PRAC 174 – Practicum 1 PLAR evaluation
Educational Assistant Certificate**

Directions for evaluator: On the following page(s) there is a list of skill and knowledge factors that the employee/PLAR candidate is required to achieve in completing the PLAR PRAC 174. Please rate the employee/candidate’s performance in the appropriate descriptor column.

Add any clarifications/observations in the “Comments” section. Sign and date below and include with the [Employment Validation Form](#).

Important: The employee/PLAR candidate is responsible for providing TWO PLAR PRAC 174 PRACTICUM evaluations – one is to be completed by the supervising teacher and a second independent evaluation by a school administrator.

Name of candidate: _____

Course code/name: PRAC 174 – Practicum 1

Dates of employment: _____

Agency & location: _____

Contact person/telephone #: _____

Evaluation completed by (name and position of supervising teacher/school administrator):

Date of evaluation: _____

Evaluators’ comments:

I consider the candidate’s performance to be (check one)

satisfactory less than satisfactory

Evaluator’s signature: _____ Date: _____

<p><i>(for office use only)</i></p> <p><input type="checkbox"/> successful <input type="checkbox"/> unsuccessful</p> <hr/> <p>PLAR assessor’s signature: _____ Date: _____</p>	<p>RETURN TO:</p> <p>PLAR assessor Educational Assistant Certificate SIAST Kelsey Campus Box 1520 SASKATOON SK S7K 3R5</p>
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Appendix H: PRAC 175 PLAR evaluation Educational Assistant Assignments

In order to successfully complete this PLAR PRAC 174 practicum, SIAST expects that candidates/candidates will have completed the tasks related to the role of the educational assistant. As the role is varied and changes dependent upon grade level and the needs of individual candidates, we assume that there will have been different opportunities available for different candidates/candidates.

We have listed ten common tasks of the educational assistant and then left room for additional tasks that may be specific to your situation. Of the following, we expect that the candidate will satisfactorily perform at least six (6). The tasks should be determined by the supervising teacher in consultation with the PLAR assessor will grade each criterion as satisfactory (S) or unable to perform (U).

CRITERIA LIST	Satisfactory	Unable to Perform
1. Supports individual candidate during language arts or math. (This may include re-teaching the lesson.)	<input type="checkbox"/>	<input type="checkbox"/>
2. Supports small groups of candidates during language arts or math. (This may include re-teaching the lesson.)	<input type="checkbox"/>	<input type="checkbox"/>
3. Reads to candidates and listens to candidates read.	<input type="checkbox"/>	<input type="checkbox"/>
4. Adapts instructional materials to support diverse learner (with teacher guidance).	<input type="checkbox"/>	<input type="checkbox"/>
5. Participates in planning and supporting candidates in community outings.	<input type="checkbox"/>	<input type="checkbox"/>
6. Makes a display, a bulletin board or instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>
7. Makes phone calls or requests to support the teacher and educational program.	<input type="checkbox"/>	<input type="checkbox"/>
8. Researches resources for a unit of study, (with teacher guidance).	<input type="checkbox"/>	<input type="checkbox"/>
9. Performs clerical duties.	<input type="checkbox"/>	<input type="checkbox"/>
10. Researches learning patterns of candidates with a disability.	<input type="checkbox"/>	<input type="checkbox"/>
11. Specific criteria	<input type="checkbox"/>	<input type="checkbox"/>

12. Specific criteria	<input type="checkbox"/>	<input type="checkbox"/>

Educational Assistant Competency Profile

The educational assistant competency profile lists specific job functions under several headings. For each job function, raters may use a five-point scale:

1 = Low

5 = High

N/A = Not Applicable

For each function, circle the number that rates the educational assistant’s performance most accurately.

PROFESSIONAL BEHAVIOUR						Performance Rating Scale	
1.	Promotes an atmosphere of respect for children and adults.	1	2	3	4	5	N/A
2.	Demonstrates ethical and confidential behaviour.	1	2	3	4	5	N/A
3.	Demonstrates an appropriate and independent use of time.	1	2	3	4	5	N/A
4.	Demonstrates responsible behaviour toward attendance and work schedule.	1	2	3	4	5	N/A
5.	Participates in school, district, and provincial in-service activities.	1	2	3	4	5	N/A
6.	Makes a positive contribution to the school’s functions and activities.	1	2	3	4	5	N/A
7.	Dresses appropriately for the tasks at hand.	1	2	3	4	5	N/A

Criteria for rating professional competencies

1	3	5
Requires constant supervision to complete tasks. Depends on others to identify needs and solutions. Low interest in training. Does not follow established procedures and rules.	Requires little supervision to complete assigned tasks. Engages in activities with candidates. Accepts constructive advice and direction. Willing to participate in training sessions.	Self-starter. Carries out assigned tasks in an independent fashion. On-going self-evaluation. Actively seeks appropriate resources and training. Follows policies and procedures set by school or district. Dependable attendance. Provides as much notice as possible in the event of illness.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 174 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 174 Practicum Evaluation** accurately reflects your abilities in each area identified.

RAPPORT WITH CANDIDATES		Performance Rating Scale					
1. Shows enthusiasm when working with candidates.		1	2	3	4	5	N/A
2. Shows patience and understanding toward candidates.		1	2	3	4	5	N/A
3. Demonstrates understanding of fostering independence among special needs candidates.		1	2	3	4	5	N/A
4. Treats candidates in a responsible, fair manner.		1	2	3	4	5	N/A
5. Maintains effective and co-operative relationships with candidates.		1	2	3	4	5	N/A
6. Demonstrates appropriate responses to candidate initiated interactions.		1	2	3	4	5	N/A
7. Provides positive role model for candidates.		1	2	3	4	5	N/A

Criteria for rating rapport with candidates

1	3	5
Lacks interest in candidates. Appears bored. Does not listen to candidates. Becomes irritated when candidates fail. Deals with candidates in an authoritarian way. Does not allow candidates to attempt activities independently.	Is as responsive to candidates at the end of the day as at the beginning. Provides opportunities for candidate success. Encourages candidates.	Keeps communication open and alive. Leads and directs candidate learning activities in a firm yet nurturing manner. Shows enthusiasm, patience, understanding and a sense of humour. Encourages candidates to grow in maturity.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 174 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 174 Practicum Evaluation** accurately reflects your abilities in each area identified.

TEAM SUPPORT	Performance Rating Scale					
1. Participates cooperatively when acting as a member of a school-based team.	1	2	3	4	5	N/A
2. Demonstrates effective communication skills with teachers and other personnel.	1	2	3	4	5	N/A
3. Shares relevant information for team meetings, case conferences, and parent-teacher interviews.	1	2	3	4	5	N/A
4. Uses the established procedures for documentation of candidate progress (log book, etc.) and regular meetings for collaborative monitoring and discussion.	1	2	3	4	5	N/A
5. Communicates with parents as directed by the classroom teacher.	1	2	3	4	5	N/A

Criteria for rating team support

1	3	5
Avoids other staff. Responds defensively to new ideas. Critical of other staff or administration. Does not use established communication system.	A relationship exists, but it may be tenuous due to inadequate communication. In general, the quality of professional relationship is positive. Uses established communication system.	Interacts positively with team members, other staff, and administration. Uses appropriate communication skills. Attends meetings and makes a contribution.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 174 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 174 Practicum Evaluation** accurately reflects your abilities in each area identified.

INSTRUCTIONAL SUPPORT	Performance Rating Scale					
1. Helps candidates complete assigned tasks and class work, reinforcing concepts presented by the teacher.	1	2	3	4	5	N/A
2. Monitors independent or small group work.	1	2	3	4	5	N/A
3. Reads to candidates and listens to candidates read.	1	2	3	4	5	N/A
4. Demonstrates a sense of when the teacher or candidate needs assistance.	1	2	3	4	5	N/A
5. Adapts material as planned and directed by the teacher.	1	2	3	4	5	N/A
6. Assists candidates in meeting assigned goals in community settings.	1	2	3	4	5	N/A
7. Records information on candidate activities as directed by the teacher.	1	2	3	4	5	N/A
8. Provides for a safe and comfortable environment.	1	2	3	4	5	N/A
9. Makes instructional materials (games, posters, booklets, etc.)	1	2	3	4	5	N/A
10. Makes displays and bulletin boards.	1	2	3	4	5	N/A
11. Performs clerical duties (typing, duplicating, checking seatwork, recording, etc.)	1	2	3	4	5	N/A

Criteria for rating instructional support

1	3	5
Focuses on one candidate. Not aware of other candidates in the group or class. Little or no reinforcement given to candidates. Requires frequent supervision to carry out support duties.	Is aware of group needs but may require a lot of direction from classroom teacher for group management. Is able to attend to group or candidate requiring assistance, but only able to deal with one candidate at a time. Follows teacher's directions in making, locating, and displaying instructional materials. Assists with supervision of candidates.	Demonstrates skill in anticipating needs of a group. Requires minimal direction from the classroom teacher in-group management. Spontaneously gives attention where needed. Looks for opportunities for transfer of skills learned through the day. Easily adapts to the situation at hand. Is eager and creative in making instructional materials. Understands their use and appropriateness. Performs clerical duties and anticipates their need.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 174 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 174 Practicum Evaluation** accurately reflects your abilities in each area identified.

SOCIAL & BEHAVIOURAL SUPPORT	Performance Rating Scale
1. Helps build candidates' self-esteem.	1 2 3 4 5 N/A
2. Monitors candidates in the classroom and other areas of the school.	1 2 3 4 5 N/A
3. Reinforces and encourages appropriate behaviour in individuals and groups.	1 2 3 4 5 N/A
4. Encourages caring and helping behaviour among candidates.	1 2 3 4 5 N/A
5. Redirects inappropriate behaviours in a positive way.	1 2 3 4 5 N/A
6. Provides opportunities for candidates to participate with peers.	1 2 3 4 5 N/A
7. Assists with school supervision duties (bussing, playground, lunch, classroom, etc.	1 2 3 4 5 N/A

Criteria for rating social and behavioural support

1	3	5
Focuses on negative behavior. Uses punishing or derogatory remarks. Inconsistent in providing consequences for inappropriate behaviour.	Inappropriate behaviour is redirected, but no attempt is made to enhance self-control in the candidate. The adult serves as the only controlling factor. Positive reinforcement of most appropriate target behaviours. The tone of the setting is usually positive.	Behavior support is established consistently. Expectancies are tailored to the unique needs of each candidate. Consequences are reasonable and administered with respect. Provides teacher with on-going feedback. Focuses on self-control and growth of candidates.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 174 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 174 Practicum Evaluation** accurately reflects your abilities in each area identified.

IMPLEMENTATION OF SPECIAL EDUCATION PLANS	Performance Rating Scale
1. Carries out teacher-directed activities to reach the candidates' established goals on an individual basis or within a group.	1 2 3 4 5 N/A
2. Assists with the preparation of specialized teaching aids and material as planned by the teacher.	1 2 3 4 5 N/A
3. Provides adaptations of physical space, learning activities and evaluation techniques for candidates with special needs.	1 2 3 4 5 N/A
4. After appropriate training, carries out the recommendations provided by consultants (e.g. occupational therapist, physiotherapist, speech/language therapist, etc.)	1 2 3 4 5 N/A
5. Uses appropriate reinforcement strategies such as prompting, modeling, and shaping.	1 2 3 4 5 N/A
6. Provides role modeling and guidance when implementing activities that integrate children with special needs.	1 2 3 4 5 N/A

Criteria for rating implementation of special education plans

1	3	5
Does not follow planned activities. Little follow through in carrying out recommendations of consultants. Little or no reinforcement given.	Assists in the planning of activities when appropriate. Organizes materials in advance. Follows teacher's plan including objectives. Usually responds cooperatively to requests by consultants but may need reminding or assistance. Positive reinforcement is evident.	Develops rapport with candidates with special needs. Assists teachers in presenting appropriate materials and tasks. Assists teachers in adapting learning activities. Adjusts quickly to changes. Cooperates fully with consultants in carrying out recommendations. Shows appropriate expectations of candidates and promotes their independence.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 174 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e. principal). The validators are responsible for ensuring the **PLAR PRAC 174 Practicum Evaluation** accurately reflects your abilities in each area identified.

PRAC 175 – Practicum 2 PLAR Evaluation Educational Assistant Certificate

Directions for evaluator: On the following page(s) there is a list of skill and knowledge factors that the employee/PLAR candidate is required to achieve in completing the PLAR PRAC 175. Please rate the employee/candidate’s performance in the appropriate descriptor column.

Add any clarifications/observations in the “Comments” section. Sign and date below and include with the [Employment Validation Form](#).

IMPORTANT: The employee/PLAR candidate is responsible for providing TWO PLAR PRAC 175 PRACTICUM evaluations – one is to be completed by the supervising teacher and a second independent evaluation by a school administrator.

Name of candidate:

Course code/name: PRAC 175 – Practicum 2

Dates of employment:

Agency & location:

Contact person/telephone #:

Evaluation Completed by:
(Name and position of supervising teacher/school administrator)

Date of evaluation:

Evaluators’ comments:

I consider the candidate’s performance to be (check one)

Satisfactory Less than satisfactory

Evaluator’s Signature: _____ Date: _____

(for office use only)

Successful Unsuccessful

PLAR Assessor’s Signature: _____ Date: _____

RETURN TO:
PLAR assessor
Educational Assistant
Certificate
SIAST Kelsey Campus
Box 1520
SASKATOON SK S7K 3R5

Appendix H: PRAC 175 PLAR evaluation Educational Assistant Assignments

In order to successfully complete this PLAR PRAC 175 practicum, SIAST expects that candidates/candidates will have completed the tasks related to the role of the educational assistant. As the role is varied and changes dependent upon grade level and the needs of individual candidates, we assume that there will have been different opportunities available for different candidates/candidates.

We have listed ten common tasks of the educational assistant and then left room for additional tasks that may be specific to your situation. Of the following, we expect that the candidate will satisfactorily perform at least six (6). The tasks should be determined by the supervising teacher in consultation with the PLAR assessor will grade each criterion as satisfactory (S) or unable to perform (U).

CRITERIA LIST	Satisfactory	Unable to Perform
1. Supports individual candidate during language arts or math. (This may include re-teaching the lesson.)	<input type="checkbox"/>	<input type="checkbox"/>
2. Supports small groups of candidates during language arts or math. (This may include re-teaching the lesson.)	<input type="checkbox"/>	<input type="checkbox"/>
3. Reads to candidates and listens to candidates read.	<input type="checkbox"/>	<input type="checkbox"/>
4. Adapts instructional materials to support diverse learner (with teacher guidance).	<input type="checkbox"/>	<input type="checkbox"/>
5. Participates in planning and supporting candidates in community outings.	<input type="checkbox"/>	<input type="checkbox"/>
6. Makes a display, a bulletin board or instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>
7. Makes phone calls or requests to support the teacher and educational program.	<input type="checkbox"/>	<input type="checkbox"/>
8. Researches resources for a unit of study, (with teacher guidance).	<input type="checkbox"/>	<input type="checkbox"/>
9. Performs clerical duties.	<input type="checkbox"/>	<input type="checkbox"/>
10. Researches learning patterns of candidates with a disability.	<input type="checkbox"/>	<input type="checkbox"/>
11. Specific criteria	<input type="checkbox"/>	<input type="checkbox"/>

12. Specific criteria	<input type="checkbox"/>	<input type="checkbox"/>

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 175 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 175 Practicum Evaluation** accurately reflects your abilities in each area identified.

Educational Assistant Competency Profile

The Educational Assistant Competency Profile lists specific job functions under several headings. For each job function, raters may use a five-point scale:

1 = Low

5 = High

N/A = Not Applicable

For each function, circle the number that rates the educational assistant’s performance most accurately.

PROFESSIONAL BEHAVIOUR	Performance Rating Scale					
1. Promotes an atmosphere of respect for children and adults.	1	2	3	4	5	N/A
2. Demonstrates ethical and confidential behaviour.	1	2	3	4	5	N/A
3. Demonstrates an appropriate and independent use of time.	1	2	3	4	5	N/A
4. Demonstrates responsible behaviour toward attendance and work schedule.	1	2	3	4	5	N/A
5. Participates in school, district, and provincial in-service activities.	1	2	3	4	5	N/A
6. Makes a positive contribution to the school’s functions and activities.	1	2	3	4	5	N/A
7. Dresses appropriately for the tasks at hand.	1	2	3	4	5	N/A

Criteria for Rating Professional Competencies

1	3	5
Requires constant supervision to complete tasks. Depends on others to identify needs and solutions. Low interest in training. Does not follow established procedures and rules.	Requires little supervision to complete assigned tasks. Engages in activities with candidates. Accepts constructive advice and direction. Willing to participate in training sessions.	Self-starter. Carries out assigned tasks in an independent fashion. On-going self-evaluation. Actively seeks appropriate resources and training. Follows policies and procedures set by school or district. Dependable attendance. Provides as much notice as possible in the event of illness.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 175 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e. principal). The validators are responsible for ensuring the **PLAR PRAC 175 Practicum Evaluation** accurately reflects your abilities in each area identified.

RAPPORT WITH CANDIDATES		Performance Rating Scale					
1. Shows enthusiasm when working with candidates.		1	2	3	4	5	N/A
2. Shows patience and understanding toward candidates.		1	2	3	4	5	N/A
3. Demonstrates understanding of fostering independence among special needs candidates.		1	2	3	4	5	N/A
4. Treats candidates in a responsible, fair manner.		1	2	3	4	5	N/A
5. Maintains effective and co-operative relationships with candidates.		1	2	3	4	5	N/A
6. Demonstrates appropriate responses to candidate initiated interactions.		1	2	3	4	5	N/A
7. Provides positive role model for candidates.		1	2	3	4	5	N/A

Criteria for rating rapport with candidates

1	3	5
Lacks interest in candidates. Appears bored. Does not listen to candidates. Becomes irritated when candidates fail. Deals with candidates in an authoritarian way. Does not allow candidates to attempt activities independently.	Is as responsive to candidates at the end of the day as at the beginning. Provides opportunities for candidate success. Encourages candidates.	Keeps communication open and alive. Leads and directs candidate learning activities in a firm yet nurturing manner. Shows enthusiasm, patience, understanding and a sense of humor. Encourages candidates to grow in maturity.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 175 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 175 Practicum Evaluation** accurately reflects your abilities in each area identified.

TEAM SUPPORT	Performance Rating Scale
1. Participates cooperatively when acting as a member of a school-based team.	1 2 3 4 5 N/A
2. Demonstrates effective communication skills with teachers and other personnel.	1 2 3 4 5 N/A
3. Shares relevant information for team meetings, case conferences, and parent-teacher interviews.	1 2 3 4 5 N/A
4. Uses the established procedures for documentation of candidate progress (log book, etc.) and regular meetings for collaborative monitoring and discussion.	1 2 3 4 5 N/A
5. Communicates with parents as directed by the classroom teacher.	1 2 3 4 5 N/A

Criteria for rating team support

1	3	5
Avoids other staff. Responds defensively to new ideas. Critical of other staff or administration. Does not use established communication system.	A relationship exists, but it may be tenuous due to inadequate communication. In general, the quality of professional relationship is positive. Uses established communication system.	Interacts positively with team members, other staff, and administration. Uses appropriate communication skills. Attends meetings and makes a contribution.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR Candidates for the PLAR PRAC 175 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 175 Practicum Evaluation** accurately reflects your abilities in each area identified.

INSTRUCTIONAL SUPPORT	Performance Rating Scale					
1. Helps candidates complete assigned tasks and class work, reinforcing concepts presented by the teacher.	1	2	3	4	5	N/A
2. Monitors independent or small group work.	1	2	3	4	5	N/A
3. Reads to candidates and listens to candidates read.	1	2	3	4	5	N/A
4. Demonstrates a sense of when the teacher or candidate needs assistance.	1	2	3	4	5	N/A
5. Adapts material as planned and directed by the teacher.	1	2	3	4	5	N/A
6. Assists candidates in meeting assigned goals in community settings.	1	2	3	4	5	N/A
7. Records information on candidate activities as directed by the teacher.	1	2	3	4	5	N/A
8. Provides for a safe and comfortable environment.	1	2	3	4	5	N/A
9. Makes instructional materials (games, posters, booklets, etc.)	1	2	3	4	5	N/A
10. Makes displays and bulletin boards.	1	2	3	4	5	N/A
11. Performs clerical duties (typing, duplicating, checking seatwork, recording, etc.)	1	2	3	4	5	N/A

Criteria for rating instructional support

1	3	5
Focuses on one candidate. Not aware of other candidates in the group or class. Little or no reinforcement given to candidates. Requires frequent supervision to carry out support duties.	Is aware of group needs but may require a lot of direction from classroom teacher for group management. Is able to attend to group or candidate requiring assistance, but only able to deal with one candidate at a time. Follows teacher's directions in making, locating, and displaying instructional materials. Assists with supervision of candidates.	Demonstrates skill in anticipating needs of a group. Requires minimal direction from the classroom teacher in-group management. Spontaneously gives attention where needed. Looks for opportunities for transfer of skills learned through the day. Easily adapts to the situation at hand. Is eager and creative in making instructional materials. Understands their use and appropriateness. Performs clerical duties and anticipates their need.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 175 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 175 Practicum Evaluation** accurately reflects your abilities in each area identified.

SOCIAL & BEHAVIOURAL SUPPORT		Performance Rating Scale					
1. Helps build candidates' self-esteem.		1	2	3	4	5	N/A
2. Monitors candidates in the classroom and other areas of the school.		1	2	3	4	5	N/A
3. Reinforces and encourages appropriate behaviour in individuals and groups.		1	2	3	4	5	N/A
4. Encourages caring and helping behaviour among candidates.		1	2	3	4	5	N/A
5. Redirects inappropriate behaviours in a positive way.		1	2	3	4	5	N/A
6. Provides opportunities for candidates to participate with peers.		1	2	3	4	5	N/A
7. Assists with school supervision duties (bussing, playground, lunch, classroom, etc.		1	2	3	4	5	N/A

Criteria for rating social and behavioural support

1	3	5
Focuses on negative behavior. Uses punishing or derogatory remarks. Inconsistent in providing consequences for inappropriate behaviour.	Inappropriate behaviour is redirected, but no attempt is made to enhance self-control in the candidate. The adult serves as the only controlling factor. Positive reinforcement of most appropriate target behaviours. The tone of the setting is usually positive.	Behavior support is established consistently. Expectancies are tailored to the unique needs of each candidate. Consequences are reasonable and administered with respect. Provides teacher with on-going feedback. Focuses on self-control and growth of candidates.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 175 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 175 Practicum Evaluation** accurately reflects your abilities in each area identified.

IMPLEMENTATION OF SPECIAL EDUCATION PLANS		Performance Rating Scale					
1.	Carries out teacher-directed activities to reach the candidates' established goals on an individual basis or within a group.	1	2	3	4	5	N/A
2.	Assists with the preparation of specialized teaching aids and material as planned by the teacher.	1	2	3	4	5	N/A
3.	Provides adaptations of physical space, learning activities and evaluation techniques for candidates with special needs.	1	2	3	4	5	N/A
4.	After appropriate training, carries out the recommendations provided by consultants (e.g. occupational therapist, physiotherapist, speech/language therapist, etc.)	1	2	3	4	5	N/A
5.	Uses appropriate reinforcement strategies such as prompting, modeling, and shaping.	1	2	3	4	5	N/A
6.	Provides role modeling and guidance when implementing activities that integrate children with special needs.	1	2	3	4	5	N/A

Criteria for rating implementation of special education plans

1	3	5
Does not follow planned activities. Little follow through in carrying out recommendations of consultants. Little or no reinforcement given.	Assists in the planning of activities when appropriate. Organizes materials in advance. Follows teacher's plan including objectives. Usually responds cooperatively to requests by consultants but may need reminding or assistance. Positive reinforcement is evident.	Develops rapport with candidates with special needs. Assists teachers in presenting appropriate materials and tasks. Assists teachers in adapting learning activities. Adjusts quickly to changes. Cooperates fully with consultants in carrying out recommendations. Shows appropriate expectations of candidates and promotes their independence.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR PRAC 175 PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR PRAC 175 Practicum Evaluation** accurately reflects your abilities in each area identified.

**PLAR Block Practicum Evaluation
Educational Assistant Certificate**

Directions for Evaluator: On the following page(s) there is a list of skill and knowledge factors that the employee/PLAR candidate is required to achieve in completing the PLAR BLOCK ASSESSMENT for PRAC 174 & PRAC 175. Please rate the employee/candidate's performance in the appropriate descriptor column.

Add any clarifications/observations in the "Comments" section. Sign and date below and include with the [Employment Validation Form](#).

IMPORTANT: The employee/PLAR candidate is responsible for providing TWO PLAR BLOCK PRACTICUM evaluations – one is to be completed by the supervising teacher and a second independent evaluation by a school administrator.

Name of candidate:

Course code/Name: PLAR Block Practicum
 PRAC 174 – Practicum 1
 PRAC 175 – Practicum 2

Dates of Employment:

Agency & Location:

Contact Person/Telephone #:

Evaluation Completed by: Date of Evaluation:
(Name and position of supervising teacher/school administrator)

Evaluators' Comments:

I consider the candidate's performance to be (check one)

Satisfactory Less Than Satisfactory

Evaluator's Signature: Date:

(for office use only)

Successful Unsuccessful

PLAR Assessor's Signature: Date:

RETURN TO:
 PLAR assessor
 Educational Assistant Certificate
 SIAST Kelsey Campus
 Box 1520
 SASKATOON SK S7K 3R5

Appendix I: PRAC Block PLAR evaluation Educational Assistant Assignments

In order to successfully complete this PLAR block practicum, SIAST expects that candidates/candidates will have completed the tasks related to the role of the educational assistant. As the role is varied and changes dependent upon grade level and the needs of individual candidates, we assume that there will have been different opportunities available for different candidates/candidates.

We have listed ten common tasks of the educational assistant and then left room for additional tasks that may be specific to your situation. Of the following, we expect that the candidate will satisfactorily perform at least six (6). The tasks should be determined by the supervising teacher in consultation with the PLAR assessor will grade each criterion as satisfactory (S) or unable to perform (U).

CRITERIA LIST	Satisfactory	Unable to Perform
1. Supports individual candidate during language arts or math. (This may include re-teaching the lesson.)	<input type="checkbox"/>	<input type="checkbox"/>
2. Supports small groups of candidates during language arts or math. (This may include re-teaching the lesson.)	<input type="checkbox"/>	<input type="checkbox"/>
3. Reads to candidates and listens to candidates read.	<input type="checkbox"/>	<input type="checkbox"/>
4. Adapts instructional materials to support diverse learner (with teacher guidance).	<input type="checkbox"/>	<input type="checkbox"/>
5. Participates in planning and supporting candidates in community outings.	<input type="checkbox"/>	<input type="checkbox"/>
6. Makes a display, a bulletin board or instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>
7. Makes phone calls or requests to support the teacher and educational program.	<input type="checkbox"/>	<input type="checkbox"/>
8. Researches resources for a unit of study, (with teacher guidance).	<input type="checkbox"/>	<input type="checkbox"/>
9. Performs clerical duties.	<input type="checkbox"/>	<input type="checkbox"/>
10. Researches learning patterns of candidates with a disability.	<input type="checkbox"/>	<input type="checkbox"/>
11. Specific criteria	<input type="checkbox"/>	<input type="checkbox"/>

12. Specific criteria	<input type="checkbox"/>	<input type="checkbox"/>

Educational Assistant Competency Profile

The Educational Assistant Competency Profile lists specific job functions under several headings. For each job function, raters may use a five-point scale:

1 = Low

5 = High

N/A = Not Applicable

For each function, circle the number that rates the educational assistant’s performance most accurately.

PROFESSIONAL BEHAVIOUR						Performance Rating Scale	
1.	Promotes an atmosphere of respect for children and adults.	1	2	3	4	5	N/A
2.	Demonstrates ethical and confidential behaviour.	1	2	3	4	5	N/A
3.	Demonstrates an appropriate and independent use of time.	1	2	3	4	5	N/A
4.	Demonstrates responsible behaviour toward attendance and work schedule.	1	2	3	4	5	N/A
5.	Participates in school, district, and provincial in-service activities.	1	2	3	4	5	N/A
6.	Makes a positive contribution to the school’s functions and activities.	1	2	3	4	5	N/A
7.	Dresses appropriately for the tasks at hand.	1	2	3	4	5	N/A

Criteria for rating professional competencies

1	3	5
Requires constant supervision to complete tasks. Depends on others to identify needs and solutions. Low interest in training. Does not follow established procedures and rules.	Requires little supervision to complete assigned tasks. Engages in activities with candidates. Accepts constructive advice and direction. Willing to participate in training sessions.	Self-starter. Carries out assigned tasks in an independent fashion. On-going self-evaluation. Actively seeks appropriate resources and training. Follows policies and procedures set by school or district. Dependable attendance. Provides as much notice as possible in the event of illness.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR BLOCK PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e. principal). The validators are responsible for ensuring the **PLAR BLOCK Practicum Evaluation** accurately reflects your abilities in each area identified.

RAPPORT WITH CANDIDATES		Performance Rating Scale					
1. Shows enthusiasm when working with candidates.		1	2	3	4	5	N/A
2. Shows patience and understanding toward candidates.		1	2	3	4	5	N/A
3. Demonstrates understanding of fostering independence among special needs candidates		1	2	3	4	5	N/A
4. Treats candidates in a responsible, fair manner.		1	2	3	4	5	N/A
5. Maintains effective and co-operative relationships with candidates.		1	2	3	4	5	N/A
6. Demonstrates appropriate responses to candidate initiated interactions.		1	2	3	4	5	N/A
7. Provides positive role model for candidates.		1	2	3	4	5	N/A

Criteria for rating rapport with candidates

1	3	5
Lacks interest in candidates. Appears bored. Does not listen to candidates. Becomes irritated when candidates fail. Deals with candidates in an authoritarian way. Does not allow candidates to attempt activities independently.	Is as responsive to candidates at the end of the day as at the beginning. Provides opportunities for candidate success. Encourages candidates.	Keeps communication open and alive. Leads and directs candidate learning activities in a firm yet nurturing manner. Shows enthusiasm, patience, understanding and a sense of humor. Encourages candidates to grow in maturity.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR BLOCK PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR BLOCK Practicum Evaluation** accurately reflects your abilities in each area identified.

TEAM SUPPORT	Performance Rating Scale					
1. Participates cooperatively when acting as a member of a school-based team.	1	2	3	4	5	N/A
2. Demonstrates effective communication skills with teachers and other personnel.	1	2	3	4	5	N/A
3. Shares relevant information for team meetings, case conferences, and parent-teacher interviews.	1	2	3	4	5	N/A
4. Uses the established procedures for documentation of candidate progress (log book, etc.) and regular meetings for collaborative monitoring and discussion.	1	2	3	4	5	N/A
5. Communicates with parents as directed by the classroom teacher.	1	2	3	4	5	N/A

Criteria for rating team support

1	3	5
Avoids other staff. Responds defensively to new ideas. Critical of other staff or administration. Does not use established communication system.	A relationship exists, but it may be tenuous due to inadequate communication. In general, the quality of professional relationship is positive. Uses established communication system.	Interacts positively with team members, other staff, and administration. Uses appropriate communication skills. Attends meetings and makes a contribution.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR BLOCK PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e. principal). The validators are responsible for ensuring the **PLAR BLOCK Practicum Evaluation** accurately reflects your abilities in each area identified.

INSTRUCTIONAL SUPPORT	Performance Rating Scale					
1. Helps candidates complete assigned tasks and class work, reinforcing concepts presented by the teacher.	1	2	3	4	5	N/A
2. Monitors independent or small group work.	1	2	3	4	5	N/A
3. Reads to candidates and listens to candidates read.	1	2	3	4	5	N/A
4. Demonstrates a sense of when the teacher or candidate needs assistance.	1	2	3	4	5	N/A
5. Adapts material as planned and directed by the teacher.	1	2	3	4	5	N/A
6. Assists candidates in meeting assigned goals in community settings.	1	2	3	4	5	N/A
7. Records information on candidate activities as directed by the teacher.	1	2	3	4	5	N/A
8. Provides for a safe and comfortable environment.	1	2	3	4	5	N/A
9. Makes instructional materials (games, posters, booklets, etc.)	1	2	3	4	5	N/A
10. Makes displays and bulletin boards.	1	2	3	4	5	N/A
11. Performs clerical duties (typing, duplicating, checking seatwork, recording, etc.)	1	2	3	4	5	N/A

Criteria for rating instructional support

1	3	5
Focuses on one candidate. Not aware of other candidates in the group or class. Little or no reinforcement given to candidates. Requires frequent supervision to carry out support duties.	Is aware of group needs but may require a lot of direction from classroom teacher for group management. Is able to attend to group or candidate requiring assistance, but only able to deal with one candidate at a time. Follows teacher's directions in making, locating, and displaying instructional materials. Assists with supervision of candidates.	Demonstrates skill in anticipating needs of a group. Requires minimal direction from the classroom teacher in-group management. Spontaneously gives attention where needed. Looks for opportunities for transfer of skills learned through the day. Easily adapts to the situation at hand. Is eager and creative in making instructional materials. Understands their use and appropriateness. Performs clerical duties and anticipates their need.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR BLOCK PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR BLOCK Practicum Evaluation** accurately reflects your abilities in each area identified.

SOCIAL & BEHAVIOURAL SUPPORT	Performance Rating Scale					
1. Helps build candidates' self-esteem.	1	2	3	4	5	N/A
2. Monitors candidates in the classroom and other areas of the school.	1	2	3	4	5	N/A
3. Reinforces and encourages appropriate behaviour in individuals and groups.	1	2	3	4	5	N/A
4. Encourages caring and helping behaviour among candidates.	1	2	3	4	5	N/A
5. Redirects inappropriate behaviours in a positive way.	1	2	3	4	5	N/A
6. Provides opportunities for candidates to participate with peers.	1	2	3	4	5	N/A
7. Assists with school supervision duties (bussing, playground, lunch, classroom, etc.	1	2	3	4	5	N/A

Criteria for rating social and behavioural support

1	3	5
Focuses on negative behavior. Uses punishing or derogatory remarks. Inconsistent in providing consequences for inappropriate behaviour.	Inappropriate behaviour is redirected, but no attempt is made to enhance self-control in the candidate. The adult serves as the only controlling factor. Positive reinforcement of most appropriate target behaviours. The tone of the setting is usually positive.	Behavior support is established consistently. Expectancies are tailored to the unique needs of each candidate. Consequences are reasonable and administered with respect. Provides teacher with on-going feedback. Focuses on self-control and growth of candidates.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR Candidates for the PLAR BLOCK PRACTICUM challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR BLOCK Practicum Evaluation** accurately reflects your abilities in each area identified.

IMPLEMENTATION OF SPECIAL EDUCATION PLANS	Performance Rating Scale					
1. Carries out teacher-directed activities to reach the candidates' established goals on an individual basis or within a group.	1	2	3	4	5	N/A
2. Assists with the preparation of specialized teaching aids and material as planned by the teacher.	1	2	3	4	5	N/A
3. Provides adaptations of physical space, learning activities and evaluation techniques for candidates with special needs.	1	2	3	4	5	N/A
4. After appropriate training, carries out the recommendations provided by consultants (e.g. occupational therapist, physiotherapist, speech/language therapist, etc.)	1	2	3	4	5	N/A
5. Uses appropriate reinforcement strategies such as prompting, modeling, and shaping.	1	2	3	4	5	N/A
6. Provides role modeling and guidance when implementing activities that integrate children with special needs.	1	2	3	4	5	N/A

Criteria for rating implementation of special education plans

1	3	5
Does not follow planned activities. Little follow through in carrying out recommendations of consultants. Little or no reinforcement given.	Assists in the planning of activities when appropriate. Organizes materials in advance. Follows teacher's plan including objectives. Usually responds cooperatively to requests by consultants but may need reminding or assistance. Positive reinforcement is evident.	Develops rapport with candidates with special needs. Assists teachers in presenting appropriate materials and tasks. Assists teachers in adapting learning activities. Adjusts quickly to changes. Cooperates fully with consultants in carrying out recommendations. Shows appropriate expectations of candidates and promotes their independence.

Comments:

Note to employee/PLAR candidate:

Employee/PLAR candidates for the PLAR BLOCK Practicum challenge must have this form completed by their supervising teacher and school administrator (i.e principal). The validators are responsible for ensuring the **PLAR BLOCK Practicum Evaluation** accurately reflects your abilities in each area identified.



SIAS

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

**EDUCATIONAL ASSISTANT PROGRAM
PRIOR LEARNING ASSESSMENT AND RECOGNITION
PRACTICUM EMPLOYMENT VALIDATION FORM**

An essential part of Prior Learning Assessment and Recognition is documentation that serves as evidence for the SIAS assessor that the employee/candidate has acquired skills and knowledge as they relate to the specific learning outcomes for the course(s) they are seeking credit. This **Employment Validation Form** together with the appropriate **PLAR Practicum Evaluation Form** provides an indirect, authenticated account of the employee/candidate's performance in the profession.

Employee/PLAR candidate: _____
(please print)

Employment information: (please print)

Employer: _____

Employer address: _____

Employer phone number: _____ **Fax:** _____

Employer email: _____

Dates of employment: _____ **to** _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Job description and responsibilities: (attach if more space needed):

_____ **Date** _____
(employer's signature)

Note to employee/PLAR candidate:

The information on this form must be completed and signed by your employer/supervisor human resources department or designate indicating the job description, and place and length of employment. This form, together with the appropriate signed and dated **PLAR PRACTICUM EVALUATION form** should be returned to your PLAR assessor at SIAS.

Appendix K: CLTR 180 candidate action plan

Candidate action plan CLTR 180 Culture & Diversity

If you qualify for PLAR, you may be asked to demonstrate your learning by completing both assessment methods 1 and 2 (Evidence File & Structured Interview). Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1 – 3 of the following evidence supporting the meeting of learning outcomes 1, 2 & 5.

Note: An interview with the program head/assessor may be required for clarification of evidence.

Part 1

In written format, submit a description of what the characteristics and functions of culture entail (this description should be no longer than 1 page in length).

Part 2

Complete a journal entry (neatly written or typed) for three cultural events that you visited/participated in. Each journal entry should be a minimum of 500 words and contain the following:

- a description of the event
- a discussion of all cultural practices observed
- a discussion of your personal response to the event
- identify how the event has increased your understanding another culture

Activities: (This is a **suggested list only**. Candidates may contact the PLAR assessor for approval if there are other events that they wish to undertake.)

- First Nations Pow Wow
- Chinese New Year celebration
- Travel to another country

Part 3

Using websites or other resources, plan activities that will assist children and youth to develop anti-bias skills.

Appendix K: CLTR 180 candidate action plan

Performance Test

Name: _____

Candidate ID: _____

Plan Anti-Bias ActivitiesDate: _____

Given:

Sample anti-bias activities

Anti-bias websites:

<http://cecp.air.org/cultural/default.htm><http://www.crr.ca/><http://www.amnesty.org/><http://www.ccsd.ca/subsites/cd/><http://www.edchange.org/multicultural/><http://www.tolerance.org/index.jsp><http://www.livestrong.com/article/14729-handling-discrimination/>http://www.unac.org/yfar/resource_e.htm**Resources required:**

Anti-bias curriculum instruction sheet

Directions:

1. Review the sample anti-bias activities and anti-bias websites given above. Also read through the instruction sheet for anti-bias curriculum and note the four goals and possible objectives.
2. Using the websites provided or other resources, plan activities that will assist children and youth to develop anti-bias skills.
3. Select one objective for each of the four goals listed in the instruction sheet anti-bias curriculum.
4. For each objective, search through resources for activities or develop your own activities that would help children and youth develop the skills.
5. Select an age group for the activities.
6. For each objective, outline the specific objective, the materials required, and the procedure to develop the skill or attitude.
7. Indicate the source of each activity on the activity plan.
8. Submit the four activities to your instructor.
9. The written plans need to be clearly written using proper spelling and grammar.

Appendix K: CLTR 180 candidate action plan

Criteria: All items must be checked **yes** for attainment

	Yes	No
1. Submitted four activities to meet the objectives of anti-bias curriculum. One activity was planned for each goal.		
2. For each activity, outlined the specific objective, the materials required, and the procedure to develop the skill.		
3. Planned activities that were age appropriate.		
4. Activity plans were clearly described and easy to follow.		
5. Included the source of each activity plan.		
6. Activity plans were clearly written using proper grammar, spelling and sentence structure.		

Comments: _____

Appendix K: CLTR 180 candidate action plan

Instruction sheet: anti-bias program

Multicultural programs were developed to ensure that people were exposed to the diversity of Canadians. From some perspectives, multiculturalism did not go far enough. If the goal is to eliminate discrimination for all people, multiculturalism as a policy has not been as successful as we might have hoped. A different focus, called anti-bias curriculum aims not just at sharing out diversities, but also highlighting the knowledge and actions that need to occur to eliminate discrimination. This course has tried to mirror the process as outlined in anti-bias curriculum that was developed by Louise Derman-Sparks and her colleagues. The goals of the anti-bias program are as follows:

1. To develop each individual's identity in a positive, knowledgeable and confident manner.
2. To develop comfortable, empathetic interaction with diversity among people.
3. To develop critical thinking skills about bias and discrimination.
4. To develop the ability to stand up for self and others in the face of bias.

If you want to influence the children and youth that you work with, you must lead them on the same journey. Research into bias and prejudice suggests that people who feel badly about themselves tend to discriminate against others. So don't fight discrimination by telling others that it is wrong, start by helping people feel good about themselves and all aspects of their cultural diversity.

We also start at their level. The anti-bias curriculum was developed for preschool children so it can be simplified to reflect the experiences and concerns of any group that you work with. It is never too young to start. Do not fool yourself into thinking that children should be "protected" from these concepts. They are experiencing them all the time – they know what is acceptable and not acceptable. They may experience or participate in teasing, bullying, and exclusion at a very young age. They need to label that behavior and learn ways to act in ways that protect their rights and dignity and that of others.

Along with the anti-bias goals, here are samples of objectives or small steps that can help you achieve those goals. These objectives are listed in a developmental sequence which means that the first objectives are a good starting place and later objectives will build on the knowledge and skills developed in the earlier one.

1. To develop each individual's identity in a positive, knowledgeable and confident manner.
 - Identify own culture, traditions and customs
 - Appreciate own cultural heritage
 - Experience self worth
 - Believe in own strengths and abilities
 - Accept cultural identity
 - Recognize own beauty
 - Use positive, descriptive language to describe one's physical features
 - Feel valued

Appendix K: CLTR 180 candidate action plan

- Believe in oneself
2. To develop comfortable, empathetic interaction with diversity among people.
 - Appreciate beauty and value of others
 - Accept others
 - Learn about similarities and differences
 - Appreciate people who are different
 - Recognize that people have the same basic needs
 - Recognize that people have different lifestyles
 - Understand that all people deserve respect
 - Experience many types of human diversity
 - Feel empathy for others
 3. To develop critical thinking skills about bias and discrimination.
 - Learn about stereotypes
 - Recognize stereotypes
 - Learn about prejudice
 - Recognize fair and unfair behavior
 - Recognize exclusion based on bias and prejudice
 - Put self in other person's shoes
 - Explore why people are discriminated against
 - Recognize misconceptions
 4. To develop the ability to stand up for self and others in the face of bias.
 - Develop ability to make choices
 - Avoid name calling and teasing
 - Develop conflict resolution skills
 - Take action against bias
 - Participate in group action
 - Generate solutions to problems
 - Co-ordinate actions with others to accomplish a shared goal

Appendix K: CLTR 180 candidate action plan

Instruction sheet: sample anti-bias activities

Below are two examples of activities that may help children and youth develop anti-bias skills. For your assignment, use the same format as the written samples.

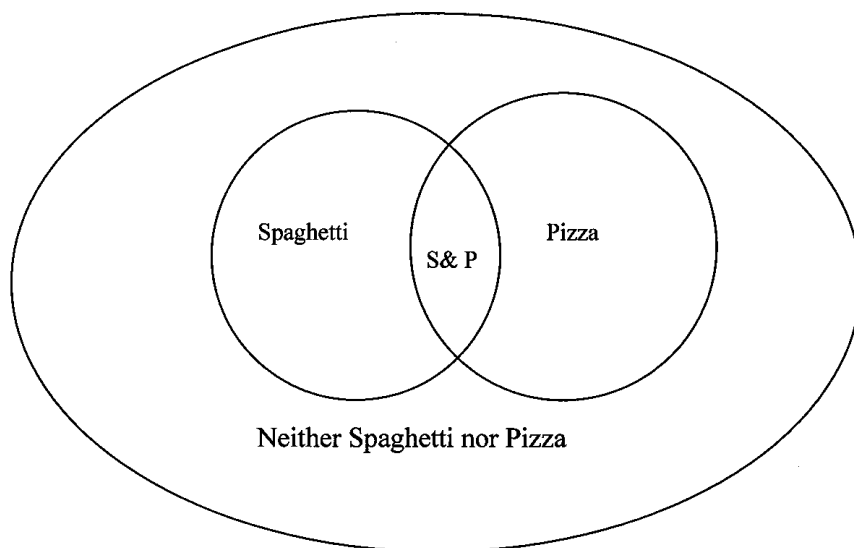
Lesson plan one

Objective: To learn about the characteristics that make use either different from or similar to others.

Materials: Large pieces of white and yellow rope, small and large index cards, markers.

Procedure:

1. As the candidates, "Are each of you different in some ways from your other classmates? Let's find out." Instruct the candidates to simply stand up every time they fit the characteristic described.
2. Read from the following list of characteristics:
Which of you
 - is wearing a watch?
 - has gone camping before?
 - can play a musical instrument?
 - has a baby brother or sister?
 - is wearing black socks?
 - likes to eat salad?
 - has a birthday this month?
3. Clear a large space in the classroom to lay out the two colors of rope and make a "living Venn diagram". Arrange the yellow pieces of rope into two interlocking circles so that it looks like a Venn diagram. Then arrange the white piece of rope so that it encircles the yellow circles and serves as the universal set.



Appendix K: CLTR 180 candidate action plan

4. Tell the class: "Let us further explore our similarities and differences." Candidates should already be familiar through past lessons with using and interpreting Venn diagrams. Place a large label written on a large index card with the word "pizza" in one yellow circle and another with the word "spaghetti" in the other yellow circle. Instruct the candidates to go stand in the circle that shows their preference. If they like both pizza and spaghetti, they are to stand in the space where the circles interlock. If they like neither, they are to stand in the universal set space.
5. Pull one candidate out to be the reporter. He/she is to count and total the members of each set (i.e. 6 candidates like pizza, 8 candidates like spaghetti, 7 candidates like both and 1 candidate likes neither).
6. Continue this activity choosing specific items from such categories as: activities we like to do, foods we like to eat, school subjects we're good at, books we like to read, facts about our families and places we like to go.
7. Further activities could include candidates conducting surveys of candidate preferences, collecting and totaling the data and displaying the results on a large class bar-graph to provide a real visual presentation of individual similarities and differences within the class.

Source: <http://www.cis.yale.edu/ynhti/curriculum/units/1997/4/97.04.02.x.html>

Lesson plan two

Objective: To explore the consequences of behavior decisions.

Materials: Sample scenarios to explore

Procedures:

1. Present the following "What if ...?" situations and invite candidates to act out endings. In each case, guide candidates in exploring feelings in a way that will enable them to develop empathy:
 - What if two children were playing and a third child came up and asked if she could play too? (Explore various outcomes)
 - What if dad and older sister were getting ready to go to the hockey game and the younger brother wanted to go along? (Explore various situations for example the younger brother has to stay home, but he will do something special with mother, the older sister is having a special time with dad and the younger brother will have a special time with dad by himself).
 - What if your mom was transferred and you had to move out of your community?
 - What if you were a new candidate? When you asked to play ball with two other children, they said, "Go away!" and made a face.
 - What if the other children would not hold your hand when you played games in the gym?
2. Discuss the contexts that may make actions right or wrong (for example, touching of private parts by doctors can be right). Use drama in context to explore these concepts in the school setting. Some candidates may assume roles of persons in authority such as the principal, teachers, local police, or parents. Others could be candidates of varying ages.

Appendix K: CLTR 180 candidate action plan

3. Explore issues such as bullying, vandalism, skipping school, preventing abuse, personal safety and privacy, and safety in the school. Choose issues that are relevant to the candidates and to your community.

Source: <http://www.sasked.gov.sk.ca/docs/elemsoc/g1u43ess.htm>

Assessment method 2: structured interview

During a personal interview, discuss the importance of culture. You need to be able to look at how culture relates to you personally as well as the impact that it has on other individuals that you may work with (assessing learning outcomes 3 & 4).

In an interview format, you will be asked to discuss the importance of culture and diversity. You will also discuss problems that exist in society regarding specific culture and diversity issues.

Interview questions: Please be prepared to discuss the following questions:

1. Define your own culture.
2. Identify the problem, describe the impact this has on the cultural group/diversity and indicate how things could be changed so this problem does not occur in each of these scenarios:

Scenario #1

Olya has just arrived to Saskatoon from Russia and does not speak any English. She is registered to attend grade three at a local school. During her first day in grade three, the teacher places her desk at the back of the room where she is separated from the class and receives different instructions and expectations since she does not understand the English language.

Identification of problem:

Impact on cultural group/diversity:

Suggested changes:

Scenario #2

Regina's mother asked her to go to the grocery store for some milk and eggs. On her way down the street, Regina thought about the two stores close to their apartment building. The closest one, about two blocks away, was run by an old Jewish man. A non-Jewish person ran

Appendix K: CLTR 180 candidate action plan

the other one, but that store was over seven blocks away. Regina stopped on the sidewalk, thinking about where to go. "I guess I'll just go to the close one," she said, "even though it's run by a dirty Jew." She then went on to the old man's store.

Identification of problem:

Impact on cultural group/diversity:

Suggested changes:

Scenario #3

Martha is a well educated young woman who has struggled with her weight for many years. She has nailed a phone interview for a new job. But once she meets her prospective boss in person, things go downhill quickly. Either your meeting is cut short or you're abruptly told the position has been filled.

Identification of problem:

Impact on cultural group/diversity:

Suggested changes:

Appendix L: HLTH 184 candidate action plan

<p>Candidate action plan HLTH 184 Health Promotion</p>

The PLAR candidate must complete one of the following assessment methods.

Assessment method 1: evidence file

Submit parts 1, 2, 3 & 4 of the following evidence supporting the meeting of learning outcomes 1 - 5.

Note: An interview with the program head/assessor may be required for clarification of evidence.

Part 1

Using the criteria given below, provide written information regarding the similarities of the First Nations Medicine Wheel and the dimensions of wellness.

Appendix L: HLTH 184 candidate action plan

Performance Test

Name: _____

Candidate ID: _____

First Nations Medicine Wheel

Date: _____

Given:

http://www.shannonthunderbird.com/medicine_wheel_teachings.htm

<http://www.indianheadfirstnations.com/wheel.htm>

http://www.geocities.com/iona_m/Asklepia/Shamanism/MedWheel.html

<http://www.undcandidatehealth.com/PDFs/recommendations.pdf>

http://wellness.ucr.edu/seven_dimensions.html

<http://www.wku.edu/wellness/dimensions.htm>

Resources required:

Hoeger, W., Turner, L., & Hafen, B. (2007). *Wellness Guidelines for a Healthy Lifestyle (4th edition)*. Thompson Wadsworth.

Directions:

1. Review the first three websites given above, to obtain information regarding the First Nations Medicine Wheel.
2. Review the information found in the remaining three websites given above, to obtain information regarding the Dimensions of Wellness
3. Write an essay of 500 – 750 words outlining the similarities between the two models.
4. Summarize the information that was found and include your own personal response to wellness.
5. Submit your written assignment to your instructor following APA guidelines.

Criteria: All items must be checked **yes** for attainment

	Yes	No
1. Presented information noting similarities between the First Nations Medicine Wheel and the Dimensions of Wellness (minimum of 500 – 750 words).		
2. Summarized the information and developed a personal view of wellness.		
3. Submitted the assignment to the instructor in a neat, legible format with correct spelling and grammar following APA guidelines.		

Part 2

The individual will need to present a copy of WHMIS certification and Safe Food Handling certification.

Part 3

Using the criteria given below, the employer will validate that the individual can demonstrate proper lifting (tripod and power lift) and hand washing techniques.

Appendix L: HLTH 184 candidate action plan

Performance Test

Name: _____

Candidate ID: _____

Body Mechanics

Date: _____

Lifting: Tripod Lift

(Rate "S" for Satisfactory or "N" needs Improvement)

ACTION	S	N	COMMENTS
1. The candidate will assess the <ul style="list-style-type: none"> • position • height • weight of the object.			
2. Determine if <ul style="list-style-type: none"> • able to lift the object • help is required 			
3. Position body close to the object.			
4. Enlarge base of support.			
5. Lower centre of gravity close to the object.			
6. Grasp and lift the object slowly .			
7. Bring object close to centre of gravity.			
8. Lift object slowly using muscles of thighs, buttocks, shoulders and arms.			
9. Maintain alignment of head and neck with vertebrae.			

Observer's signature: _____

Date: _____

Appendix L: HLTH 184 candidate action plan

Performance Test

Name: _____

Candidate ID: _____

Date: _____

Body Mechanics

Lifting: Power Lift

(Rate "S" for Satisfactory or "N" needs Improvement)

ACTION	S	N	COMMENTS
1. The candidate will assess the <ul style="list-style-type: none"> • position • height • weight of the object.			
2. Determine if <ul style="list-style-type: none"> • able to lift the object • help is required 			
3. Position body close to the object			
4. Enlarge base of support			
5. Lower centre of gravity close to the object			
6. Grasp and lift the object slowly			
7. Bring object close to centre of gravity			
8. Lift object slowly using muscles of thighs, buttocks, shoulders and arms			
9. Maintain alignment of head and neck with vertebrae			

Observer's signature: _____ **Date:** _____

Appendix L: HLTH 184 candidate action plan

Performance Test

Name: _____

Candidate ID: _____

Hand Washing

Date: _____

(Rate "s" for Satisfactory or "N" needs Improvement)

ACTION	S	N	COMMENTS
1. Remove <ul style="list-style-type: none"> • wrist watch • ring 			
2. Roll sleeve above the elbow			
3. Check hands for breaks or cuts			
4. Check to ensure sufficient <ul style="list-style-type: none"> • soap • paper towelling 			
5. Turn on water and adjust temperature			
6. Keep hands and forearms lower than elbows			
7. Wet forearms and hands			
8. Apply soap to hand, make a lather			
9. With lather and friction using circular motions, wash forearms			
10. Wash <ul style="list-style-type: none"> • Wrist, paying attention to wrist folds • each finger, paying attention to folds around joint, around nail bed, and under fingernail (use a toothpick to clean each nail after hand washing) 			
11. Repeat 9 and 10 with other hand			
12. Rinse forearms and hands keeping elbows above level of hands			
13. Using paper towelling, pat skin dry from elbow to fingertip on each hand			
14. Discard paper towelling			
15. Using a clean paper towel turn taps off			
16. Dry area around sink			
17. Apply lotion if necessary			

Observer's signature: _____

Date: _____

Appendix L: HLTH 184 candidate action plan

Part 4

Provide written description of how the individual promotes self-health in their daily lives.

Suggested topics are:

- Dealing with stress
- Personality types and coping strategies
- Diet
- Exercise
- Exams/checkups

AND

Challenge exam – Workplace safety quiz

Appendix M: SFTY 184 candidate action plan

Candidate action plan
SFTY 184
Crisis Prevention

If you qualify for PLAR, you may be asked to demonstrate your learning by completing both assessment methods 1 and 2 (Evidence File & Structured Interview) OR assessment method #3 (Challenge exam). Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1 – 2 of the following evidence supporting the meeting of learning outcomes 1, 2, 3, 4, 5 & 7.

Note: An interview with the program head/assessor may be required for clarification of evidence.

Part 1

In written format, submit a description of a crisis situation that you were involved in and the strategies that were used resolve it.

Part 2

Have your employer complete the following checklist regarding crisis prevention.

Crisis Prevention Checklist

Please evaluate the following skills and check the appropriate box indicating whether the skill is satisfactorily or unsatisfactorily demonstrated.

Skill:	Satisfactory	Unsatisfactory
Understands the principles underlying crisis response	<input type="checkbox"/>	<input type="checkbox"/>
Has a procedure for intervening during a crisis to ensure safety	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates non-verbal and verbal interventions	<input type="checkbox"/>	<input type="checkbox"/>
Uses the six components of the crisis intervention model:	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Helper issues • Prevention • Assessment • Early interventions • Acting out • Debriefing 		
Reacts appropriately to crisis situations	<input type="checkbox"/>	<input type="checkbox"/>
Can adapt or change environments to prevent a crisis	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes personal response patterns in conflict situations	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes the importance of self-awareness in conflict situations	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to acting-out behaviour	<input type="checkbox"/>	<input type="checkbox"/>
Understands the model of crisis debriefing and is able to implement when needed	<input type="checkbox"/>	<input type="checkbox"/>

Appendix M: SFTY 184 candidate action plan

Comments: _____

Signature: _____

Position/title: _____

Date: _____

Assessment method 2: structured interview

During a personal interview, discuss the importance of crisis prevention and how to appropriately respond to critical situations (assessing learning outcome 6).

Interview questions: Please be prepared to discuss the following questions:

1. Make an assessment (precipitating factors) and then indicate the preferred intervention for each of the following scenarios:

Scenario #1

In school a thirteen year old male has a history of acting out behavior both at home and in school. His past behavior included defiance, yelling and throwing objects. He has hit adults and was charged at least once with assault. He seems intellectually capable but does little work in school and is academically delayed.

One day he refused to do any work. The educational assistant tries to encourage him to complete his school work. He gets angry and pushes all his books off his desk on to the floor. He gets up and declares he is leaving. The educational assistant says no and the teacher comes to assist. The youth leaves the class. The teacher informs the principal.

Assessment – Precipitating factors

Preferred intervention

Scenario #2

Bob, a sixteen year old comes into class in the morning late and very angry. The teacher asks the youth to sit and he does. About 30 minutes later, a second youth walks up to the front of the class and accidentally knocks Bob's elbow. Bob gets up and pushes the second boy and they start wrestling. The teacher yells at the two boys to stop. The teacher asks both boys to

Appendix M: SFTY 184 candidate action plan

leave. The second boy leaves, but Bob does not. The teacher calls the principal who comes. Bob then throws his books at the principal and starts wrestling with the principal.

Assessment – Precipitating factors

Preferred intervention

Scenario #3

A teacher is using an overhead to instruct the class. As the teacher turns her back, a fourteen year old girl (Alice) stands up and starts writing swear words on the overhead. When the teacher turns around, Alice sits down again. This happens three times. The teacher asks the girl to stop. The girl says no. The teacher asks Alice to leave. Alice leaves, but first knocks all the books and materials off the desks she passes.

Assessment – Precipitating factors

Preferred intervention

Scenario #4

A twenty one year old client (Bill) tells his care worker that Steven is physically and verbally aggressive towards him. Bill says that he is going to beat Steven up and says that he is going to kill himself. Bill then gets mad and storms out the door.

Assessment – Precipitating factors

Preferred intervention

OR

Assessment method 3: challenge exam

The PLAR candidate must successfully complete a challenge exam assessing learning outcomes 1 through 7.

- The passing mark is 60%
- PLAR candidate will be provided with NO support material, only the hard copy of the exam itself.
- PLAR candidate is allowed two (2) hours to complete the exam. In special circumstances, the exam may be given orally. Such circumstances must be identified in writing at least two weeks prior to the exam.
- The assessor is to determine the date, time and location of the exam.

Appendix M: SFTY 184 candidate action plan

Candidate action plan
SFTY 184
Crisis Prevention

If you qualify for PLAR, you may be asked to demonstrate your learning by completing both assessment methods 1 and 2 (evidence file & structured interview) OR assessment method #3 (challenge exam). Be prepared to discuss the expectations during a consultation meeting.

Assessment method 1: evidence file

Submit parts 1 – 2 of the following evidence supporting the meeting of learning outcomes 1, 2, 3, 4, 5 & 7.

Note: An interview with the program head/assessor may be required for clarification of evidence.

Part 1

In written format, submit a description of a crisis situation that you were involved in and the strategies that were used resolve it.

Part 2

Have your employer complete the following checklist regarding crisis prevention.

Crisis Prevention Checklist

Please evaluate the following skills and check the appropriate box indicating whether the skill is satisfactorily or unsatisfactorily demonstrated.

Skill:	Satisfactory	Unsatisfactory
Understands the principles underlying crisis response	<input type="checkbox"/>	<input type="checkbox"/>
Has a procedure for intervening during a crisis to ensure safety	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates non-verbal and verbal interventions	<input type="checkbox"/>	<input type="checkbox"/>
Uses the six components of the crisis intervention model: <ul style="list-style-type: none"> • Helper issues • Prevention • Assessment • Early interventions • Acting out • Debriefing 	<input type="checkbox"/>	<input type="checkbox"/>
Reacts appropriately to crisis situations	<input type="checkbox"/>	<input type="checkbox"/>
Can adapt or change environments to prevent a crisis	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes personal response patterns in conflict situations	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes the importance of self-awareness in conflict situations	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to acting-out behaviour	<input type="checkbox"/>	<input type="checkbox"/>
Understands the model of crisis debriefing and is able to implement when needed	<input type="checkbox"/>	<input type="checkbox"/>

Appendix M: SFTY 184 candidate action plan

Comments: _____ _____ _____
Signature: _____
Position/Title: _____
Date: _____

Assessment method 2: structured interview

During a personal interview, discuss the importance of crisis prevention and how to appropriately respond to critical situations (assessing learning outcome 6).

Interview questions: Please be prepared to discuss the following questions:

1. Make an assessment (precipitating factors) and then indicate the preferred intervention for each of the following scenarios:

Scenario #1

In school a thirteen year old male has a history of acting out behavior both at home and in school. His past behavior included defiance, yelling and throwing objects. He has hit adults and was charged at least once with assault. He seems intellectually capable but does little work in school and is academically delayed.

One day he refused to do any work. The educational assistant tries to encourage him to complete his school work. He gets angry and pushes all his books off his desk on to the floor. He gets up and declares he is leaving. The educational assistant says no and the teacher comes to assist. The youth leaves the class. The teacher informs the principal.

Assessment – Precipitating factors

Preferred intervention

Scenario #2

Bob, a sixteen year old comes into class in the morning late and very angry. The teacher asks the youth to sit and he does. About 30 minutes later, a second youth walks up to the front of the class and accidentally knocks Bob's elbow. Bob gets up and pushes the second boy and they start wrestling. The teacher yells at the two boys to stop. The teacher asks both boys to

Appendix M: SFTY 184 candidate action plan

leave. The second boy leaves, but Bob does not. The teacher calls the principal who comes. Bob then throws his books at the principal and starts wrestling with the principal.

Assessment – Precipitating factors

Preferred intervention

Scenario #3

A teacher is using an overhead to instruct the class. As the teacher turns her back, a fourteen year old girl (Alice) stands up and starts writing swear words on the overhead. When the teacher turns around, Alice sits down again. This happens three times. The teacher asks the girl to stop. The girl says no. The teacher asks Alice to leave. Alice leaves, but first knocks all the books and materials off the desks she passes.

Assessment – Precipitating factors

Preferred intervention

Scenario #4

A twenty one year old client (Bill) tells his care worker that Steven is physically and verbally aggressive towards him. Bill says that he is going to beat Steven up and says that he is going to kill himself. Bill then gets mad and storms out the door.

Assessment – Precipitating Factors

Preferred Intervention

OR

Assessment method 3: challenge exam

The PLAR candidate must successfully complete a challenge exam assessing learning outcomes 1 through 7.

- The passing mark is 60%
- PLAR candidate will be provided with NO support material, only the hard copy of the exam itself.
- PLAR candidate is allowed two (2) hours to complete the exam. In special circumstances, the exam may be given orally. Such circumstances must be identified in writing at least two weeks prior to the exam.
- The assessor is to determine the date, time and location of the exam.