REVIEW for COMPETENCY AREA 7: Communication and Collaborative Partnerships

1. When is a moderate to severe disability first realized in a child?
   a. Adolescence
   b. Adulthood
   c. Birth
   d. Prenatal
   e. None of the Above

2. Peer acceptance during adolescence is a central concern for parents of children with disabilities.
   a. True
   b. False
   c. Not Sure

3. The transition period of children with disabilities deals with independent living, employment, and adulthood.
   a. True
   b. False
   c. Not Sure

4. What are common factors parents of children with disabilities need to examine?

5. Which of the following is the best way to keep communication open between families and schools?
   a. Giving appropriate advice
   b. Carefully analyzing the family’s needs
   c. Telling parents how to best raise their child
   d. Using systematic questioning to get more information
   e. Listening carefully to the perspective of the family
6. Which of the following describes family-centered practice? (Choose all that apply)
   a. It builds on the strengths and capabilities of families
   b. The purpose is to diagnose family dysfunctions
   c. Families have input into service and support decisions to ensure their relevance
   d. Services are standardized so all families get similar supports

7. Which of the following is not true about the importance of family-centered services and cultural sensitivity?
   a. Families have the greatest vested interest in seeing their children learn
   b. Families always know the most about their child’s disability
   c. Families must live with the outcomes of decisions made by educational teams everyday.
   d. The family is likely to provide the only consistent group of adults involved in the child’s education throughout his or her school career.

8. Family-centered approaches are based on the assumption that:
   a. Families include a mother and a father
   b. Extended family members (e.g., grandparents, aunts, uncles) have a minimal role in educational planning
   c. Families come in all different shapes and sizes
   d. Step families and blended families are less effective than nuclear families

9. What are some suggestions for teachers working with families of children with disabilities?
   a. Consider family strengths
   b. School services impact the family and student
   c. Service should be provided according to the family’s wishes, so the family ultimately makes their own decision
   d. Be open, supportive, and non-judgmental
   e. All of the above

10. Fill in the blank for the following statement:
    The ________ is the final authority on what is best for the child.
11. Adolescence for children with disabilities is a time when:
   a. Peer acceptance is a central concern for the child and family
   b. Parents are concerned with the transition to an independent living situation
   c. Employment and job skills is an issue to focus on with the child
   d. All of the Above

12. It is important for school staff to evaluate performance when working with families of children with disabilities
   a. True
   b. False
   c. Not Sure

13. Questions about a student you work with should be directed to:
   a. The parent
   b. The student
   c. The case manager
   d. Teacher who knows many of the students

**For the following questions, answer the question by saying if it is true or false. After you have decided if it is true or false, explain your answer.**

14. Paraprofessionals should share information with parents when asked to do so by the parent.

15. Parents may obtain a copy of all records concerning their child.

16. A paraprofessional may discuss a student’s problems outside of the school setting if they don’t use the child’s name.

17. Disciplinary reports are not considered confidential information.
18. The names of all school personnel who have access to student records must be maintained on a list for public inspection.

19. Parents do not have the right to challenge the student’s records.

20. Students receive the rights to view their records only after they graduate.

21. If the paraprofessional writes a note that describes an incident on the playground, the parents have the right to see the note and include a response.

22. If you share confidential information with a person, you are responsible for what they do with that information.

Answer the following SHORT ANSWER questions.

23. How would you respond to a parent who asks you for suggestions for their child’s academic success?

24. The paraprofessional and the teacher need time to discuss the behavior problems that Tommy is having in the classroom. The paraprofessional is scheduled and paid only to be there when the children are in the classroom.
Answer the questions that follow the CASE SCENARIO below.

25. Janet Watkins has worked as a paraprofessional at Ernest Root Elementary School for seven years. Until last year, her job duties included handling all the clerical work for the language arts students, as well as playground duty. As a rule, Janet generally did what was assigned her. Last year, the teacher she worked with left, and she was assigned to the teacher’s replacement, Helen Case, a new, much younger teacher. Since that time, the problems listed below have arisen between Joan and Helen.

- Helen believes that Janet is not assertive enough. Janet is responsible for preparing student progress reports on a weekly basis, which requires that she get information from others. Janet has not gotten the information at the proper time; she does not “get after people” to give it to her because she doesn’t want to intrude on their time or hurt their feelings.

- Helen wants Janet to run the classes on a regular basis when Helen is not there and keeps track of the students’ performance in order to alert Helen to any special student needs. Janet prefers to work behind the scenes and is uncomfortable with Helen’s request.

- Janet prefers to be told what to do rather than initiate activity herself.

- To Helen, Janet seems unconcerned about her work and uninterested in taking on new responsibilities.

- From Janet’s point of view, Helen is argumentative and overbearing.

- Janet says that she tries to do what is wanted, but Helen is never pleased.

- Janet has told friends that she feels hurt and unappreciated, but says she would never tell Helen that.

- When Janet is asked what she thinks about her job and whether she likes it, she is quiet. She says that sometimes she thinks she might want to develop her career, but her husband is out of work, and money is too tight.

- When talking with Helen, Janet gets confused because she does not know what Helen wants, yet she feels pressure to be more assertive. She says that she wants to do her job well, but she does not feel she could be as “pushy” as Helen.

- Janet finds Helen to be fun at times, but also finds her abrasive, take-charge attitude overwhelming.

Questions

1. Describe the strengths and weaknesses of Janet’s communication style.
2. Suggest how Janet could strengthen her communication style.

3. Describe the strengths and weaknesses of Helen's communication style.

4. Suggest how Helen could strengthen her communication style.

5. If you were Helen and Janet's supervisor, what would you suggest to the both of them to improve their working relationship?

Some of the questions in this review have been used with permission from: Project PARA: Paraprofessional Self Study Program. Lincoln: University of Nebraska: http://para.unl.edu/default.html