

Rethinking the Role of Educational Assistants

Time

Approximately 60 minutes

Grouping

Jig Saw: Small groups of 3 in home groups

Required Resources

- Copies of Article: *“The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported”* at <http://faculty.soe.syr.edu/jcauston/publications.html>
- Placemat template

Overview

Working with learner profiles, all staff has the opportunity to examine and rethink ways to organize and work together for the benefit of all students. The role of the Educational Assistant (EA) provides great potential to respond creatively and effectively to the changing learning needs of all students.

Process (45 minutes) – Jigsaw

1. Home Groups: Organize participants into groups of three.
2. Expert Groups: Within each home group, have participants number off A, B and C.
3. Expert groups will gather to review and record key ideas from an assigned segment of the article, *“The Golden Rule in Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported,”* available at <http://faculty.soe.syr.edu/jcauston/publications.html>
4. *Everyone* reads the introduction to the end of **The Golden Rule of Adult Support** (p. 37).
 - A reads **Rationale for Fading Support** to end of section **Interference with Teacher Contact and Instruction** (pp. 37–39).
 - B reads **How to Fade Adult Support** to the end of **Ask and Listen** (pp. 39–41).
 - C reads **Step Back** to the end of **Final Thoughts** (pp. 41–43).
5. Expert participants together use the Placemat to identify and record insights and ideas to share later with Home Group members (15 minutes).
6. Participants return to Home Groups, and share and record main ideas and insights in each area of the placemat. (20 minutes).
7. Moving Forward: Participants generate two ways to incorporate these ideas into the classroom /school (5 minutes).
8. Using the center of the Placemat, Home Group participants record and share individual “Key Take Aways” from the activity (5 minutes).

Template 1



Wrap-up (15 minutes)

Invite participants in each of the 3 Home Groups to share ideas from the Moving Forward, as well as “Key Take Aways” conversations.

* Resource Article:

Causton-Theoharis, J. (2009). The golden rule of providing support in inclusive classrooms: Support others as you would wish to be supported. *Teaching Exceptional Children*, 42(2), 36–43.

Group A insights and ideas:

Group B insights and ideas:

**The Golden Rule:
My/Our Key Take Aways:**

**Group C insights and
ideas:**

**Moving Forward:
Ways to incorporate
these ideas into our
school:**