

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



January 2019

Paraeducator Symbol



*Just as the extra pair of wings enables the dragonfly to accomplish astounding aeronautic gymnastics, paraeducators have become the extra pair of hands that allows teachers to truly support and **MAKE A DIFFERENCE FOR EVERY STUDENT***



*Changing Lives...
One Friendship at a Time*

Circle of Friends
The Path to Inclusion

A Project of **Community PARTNERS**

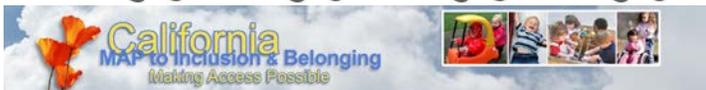
Circle of Friends (CoF) is a social and language skills program of inclusion that provides valuable support to students with special needs. It is based on the establishment of friendships between students with disabilities and their trained, non-disabled peers as both interact meaningfully in the natural environment.

CoF provides a systematic approach to a multi-layered program, enabling students with disabilities to lead productive and engaged lives. Circle of Friends is a highly effective model for improving inclusion and strengthening social skills for students with disabilities. The following nationally recognized organizations endorse key components of the Circle of Friends approach - working with students in the natural environment with feedback from peers who are trained to model and shape social language skills:

National Autism Center: Circle of Friends meets the criteria for being an Evidence-Based Practice as identified by their National Standards Project. Our program incorporates three established treatments shown to be effective for individuals on the autism spectrum:

- Peer Training Package
- Natural Teaching Strategies
- Modeling

<https://www.circleofriends.org/>



Video Collection

Ian: A Moving Story (Video)

Nov 2018 | Length: 9:45 mins



This award-winning animated video is based on a true story. Without words it illustrates

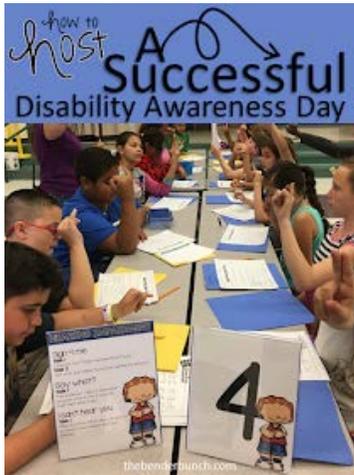
barriers to inclusion and a happy solution. Ian was born with cerebral palsy. Like everyone else, he wants to have friends. Like no one, he needs to work hard to get it. Discrimination, bullying and indifference keep him away from his beloved playground. But Ian won't give up easily and will achieve something amazing.

<https://cainclusion.org/camap/resources-and-links/video-collection/>

EDUCATIONAL EQUITY FOR ALL
..... Giving kids what they need to succeed.

Tana Donaghy, President, Educational Equity For All
Misstanad@educationaequityforall.org; 909-964-5057
<http://www.educationalequity4all.com/>

FEATURED IDEA OF THE MONTH



Consider hosting a Disability Awareness Day at your school.

How to Host A Successful Disability Awareness Day

<http://www.thebenderbunch.com/2017/04/how-to-host-successful-disability.html?m=1>



- [How to teach sequencing skills at home](#)
- [How to teach sequencing skills to children](#)
- [How to teach sequencing to preschool children](#)
- [Sequencing activities for students with autism](#)
- [Sequencing skills teaching strategies](#)
- [Story sequence strategies](#)
- [Strategies for teaching your child sequencing skills](#)
- [Teaching sequencing skills](#)
- [The importance of sequencing skills in a child's development](#)
- [Tips to teach sequencing skills in children](#)

<https://goo.gl/xVj9kB>

10 THINGS TEACHERS SHOULD KNOW ABOUT DOWN SYNDROME

1. Know the definition of Down syndrome.
2. Use people first language.
3. Pay attention to how you treat the child.
4. Explain Down syndrome to your students, and to the school.
5. Find out about health and safety concerns.
6. Identify how the child learns.
7. Partner with the child's parents.
8. Read your student's IEP often.
9. Don't assume your student can't do something.
10. Realize that you play a big role in your student's success!

<http://www.gillianmarchenko.com/teachers-should-know-about-down-syndrome/>

WEBSITES AND RESOURCES

<https://goo.gl/MYsY3C>

<https://goo.gl/7W8rAB>

<https://goo.gl/NHfon3>

PROFESSIONAL DEVELOPMENT

Unit 6: Paraeducators Implementing Teacher-Planned Instruction

The Paraeducator Resource and Learning Center (PRLC) provides information for paraeducators about six important topics.

Unit 1: Collaborative Teamwork

Unit 2: Inclusive Education

Unit 3: Families and Cultural Sensitivity

Unit 4: Characteristics of Children and Youth with Various Disabilities

Unit 5: Roles and Responsibilities of Paraeducators and Other Team Members

Unit 6: Implementing Teacher-planned Instruction

Information presented on this web site is based on "Paraeducator Entry-Level Training for Supporting Students with Disabilities" Participant's Manual (CichoskiKelly, E., Backus, L., Giangreco, M. F., Sherman-Tucker, P., 2000).

<http://www.uvm.edu/~cdci/prlc/unit6.html>

Teaching Special Needs Students with Down Syndrome

[Teaching Students with Physical Disabilities /](#)

[By heatherschulte / Special Ed Information for Teachers & Parents](#)

Strategies that work well for teaching special needs with Down syndrome included are:

- Focusing on Visual Learning
- Using Hands-on Activities
- Making Lessons Relate to Life Experience
- Minimizing Fine Motor Demands
- Use Short and Long Term Memory Aids
- Shorten Assignments or Break Them Down into Smaller Tasks

<https://goo.gl/Dm9Jty>



Especially for Teachers

- About specific disabilities
- Addressing student behavior
- Participating in IEP meetings
- Supporting students with disabilities in your classroom

<https://www.parentcenterhub.org/schools-administrators/#teachers>