

# Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



November 2015

### 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**

### Small Group Instruction for Paraeducators who work with Students with Significant Cognitive Disabilities

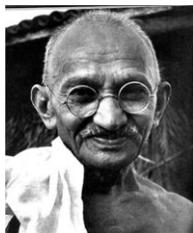
Online modules that focus on Small Group Instruction for Paraeducators who work with students with significant cognitive disabilities.

<http://www.updnetwork.org/cms/index.php/resources-by-topic/significant-disabilities/262-small-group-instruction-for-paraeducators-who-work-with-students-with-significant-cognitive-disabilities>



“Your beliefs become your thoughts,  
Your thoughts become your words,  
Your words become your actions,  
Your actions become your habits,  
Your habits become your values,  
Your values become your destiny.”

— **Mahatma Gandhi**



### What can paraeducators do to be successful in their role?

How can they work most effectively with other instructional team members to create a positive learning environment for students and a positive work environment for themselves and others? Here are a few guidelines for achieving these goals:

1. Understand your role to assist and support the teacher in delivering instruction or other services.
2. Orient yourself to the school.
3. Establish a relationship with the professional staff.
4. Obtain training and professional development.
5. Be aware of confidentiality issues
6. Conduct self-evaluations of instructional sessions.

[http://educationnorthwest.org/webfm\\_send/470](http://educationnorthwest.org/webfm_send/470)



### 8 Important Tips For Working With A Child With Special Needs

Here are eight important tips to remember when working with a child with special needs.

1. Interact
2. Observe
3. Use Common Sense
4. Be Flexible
5. Be Consistent
6. Use visual, auditory or tactile cues
7. Have a plan. And a back-up plan.
8. Be Positive

<http://www.friendshipcircle.org/blog/2012/10/15/8-important-tips-for-working-with-a-special-needs-child/>

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

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**FEATURED IDEA OF THE MONTH**  
**Problem behaviors are *not* the same as behavior problems.**

*Reasons for Misbehavior*

- Students don't know what you expect
- Student doesn't know how to exhibit responsible behavior
- Student is unaware he is engaged in misbehavior
- Student is experiencing pleasant outcome for misbehavior
- Student is avoiding an unpleasant outcome with misbehavior

**Giving Feedback: Say No to No Lesson Objective**

Learn how to improve your questioning to guide student responses

**Length**

1 min

**Questions to Consider**

- How does Ms. Bannon validate student responses before pushing them in the direction they need to go?
- Why does Ms. Bannon focus on improving her questioning rather than simply telling students that an answer is not correct?
- How does her approach build confidence?

<https://www.teachingchannel.org/videos/building-student-confidence>

**Verbal versus Non Verbal**

- Non verbal signals are powerful: non verbal cues primarily express inner feelings. (Verbal messages deal basically with outside world).
- Non verbal message are likely to be more genuine because non verbal behavior cannot be controlled as early as spoken words.
- Non verbal signals can express feelings inappropriate to state: social etiquette limits what can be said, but nonverbal cues can communicate thoughts.

Non verbal communication in the class room occurs with distance, physical environment, facial expression, vocal cues, body movements and gestures, touch, time, physical attractiveness and dress.

**WEBSITES AND RESOURCES**

- <http://www.pbis.org/>
- <http://web.cortland.edu/andersmd/psy501/12.htm>
- <http://www.specialeducationguide.com/pre-k-12/behavior-and-classroom-management/>



**PROFESSIONAL DEVELOPMENT**



**Get on the "B-List"! (Behavior List)**

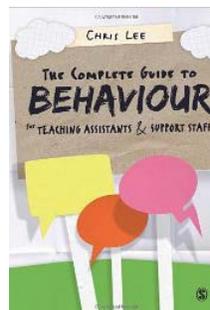
Sign up for FREE access to the "Intervention Strategies" part of our site. You'll also receive Dr. Mac's periodic tips on managing behavior in positive & respectful ways, discount coupons, & notice of new materials before they are presented here.

Take your skills & knowledge to the next level!

**THE (M)ACADEMY**  
**For Advanced Studies in Behavior(u)**

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<http://www.behavioradvisor.com/the-macademy/>

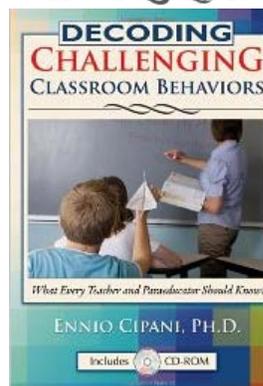


The Complete Guide to Behaviour for Teaching Assistants and Support Staff [Paperback] [Chris Lee](#)

By providing a thorough grounding in the theory behind behavior management, followed by suggestions for successful strategies to use in the classroom,

**The Complete Guide to Behaviour for Teaching Assistants and Support Staff** gives the reader the confidence to manage the challenging behavior of children and young people in educational contexts.

Written specifically for teaching assistants and support staff, this book covers behavior, motivation and discipline issues with their specific role and position in mind.



**Decoding Challenging Classroom Behaviors: What Every Teacher and Paraeducator Should Know!**

Ennio, Ph.D. Cipani