

# Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



September 2017

## 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**

## DOCUMENTING PARAEDUCATOR SUPPORT

Special Education Paraeducators: How Do You Document Support You Provide Students?

How do we know students who are expected to receive curricular and personal supports recommended in Individual Education Programs (IEP's) are not only receiving them—but that these supports are actually working to improve student learning.

<http://inclusiveschools.org/documenting-paraeducator-support/>



### *Partial Participation*

There are times when students cannot perform certain steps of a particular task and adaptations are not enough. The student may lack strength, motor function or some other quality that is necessary to perform the task successfully. Partial participation can be the answer for many students. The vocational instructor does the part of the task that the student cannot do. For example, the instructor may have to hand small items to a student with poor fine motor function. In another example, the instructor may partially affix a label to an envelope with the student smoothing down the label. The better match the job is to the student the less partial participation should be necessary. However for some students with severe/multiple disabilities it may be extremely difficult to find a job that does not require high levels of partial participation.



Defining Engagement in Classroom Settings for Students on the Autism Spectrum (Part 2 of 2)



Emily Rubin, MS, CCC-SLP, Director  
Educational Outreach Program  
Marcus Autism Center

<https://mediahub.unl.edu/media/6199>

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

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## FEATURED IDEA OF THE MONTH



15 SMART IDEAS TO HELP KIDS CALM DOWN AND MANAGE ANGER AND ANXIETY

### ANGER MANAGEMENT

23 CALMING STRATEGY CARDS



## WEBSITES AND RESOURCES

<https://www.kidpower.org/special-needs/>

<https://goo.gl/r3OFkN>

<https://goo.gl/JY6AT2>



## PROFESSIONAL DEVELOPMENT

Foundations in Autism Workshops



DPI and TEACCH - Foundations in Autism Workshops Professional Development Opportunities

The workshops include Learning Styles and Visual Supports geared towards assisting the novice (1st or 2nd year) self-contained classroom teacher and instructional assistant working with students with Autism (AU) and Teaching Through Engagement which focuses on the continued use of specially designed instruction as well as the process of teaching strategies and restructuring activities based on understanding the student's learning styles. <https://goo.gl/WtxP83>

## Strategies for Specific CP Symptoms

(myhealth.alberta.ca, 2010)

### Hearing Loss:

1. Talk slower and louder when necessary.
2. Provide visual aids or cues.
3. Look directly at student when having a conversation.
4. Use guided reading techniques to engage students (asking specific questions, using the pictures to guide understanding)
5. Encourage the student to utilize hearing aids, cochlear implants. If the student has them already, make sure you know how they work specifically.

### Affected Speech:

1. Recommend speech therapy, or provide if the school has a speech program.
2. Some students have a hard time speaking due to their hearing loss. Look into hearing aids or cochlear implants.
3. Use technology - There are many different programs that will help students. Communication tablets, microphones to project voice, recording devices to review lessons or voice-to-text software.
4. Provide a scribe when extensive writing is required.

### Physical Considerations (TeacherWeb, n.d.)

1. Consider the posture and movement abilities of the student. If the student is comfortable they will be able to learn better.
2. Some students with CP might find sitting in a desk to be uncomfortable. Give the opportunity to try out different positions, like sitting on the floor or at a table. Remember that students with CP need to change positions often to prevent muscle tension and pain.
3. Students with CP might experience muscle stiffness, encourage them to stretch and move around as much as necessary. Help the child with head positioning if they need it.
4. Students with CP typically have poor motor skills. This means that they will have issues holding on to things such as pens. Provide students with assistance with these issues, or develop an alternative way to complete assignments.
5. Because of muscle fatigue, students might become easily tired. Allow the student to rest when needed.

<http://cerebralpalsyresource.weebly.com/teaching-strategies.html>

## Design-A-Study!

UNLOCK THE LOVE OF LEARNING

## Strategies for Teaching Kids with Special Needs

Kathryn L. Stout, B.S.Ed., M.Ed.

### Teaching Strategies:

1. Use simple commands with as few words as possible.
2. Demonstrate chores or tasks rather than relying on verbal explanations alone.
3. Use concrete materials, manipulatives, experiments, and charts to aid instruction.
4. Include practical applications of academics regularly, including life-skill tasks: measure ingredients in a recipe, determine the number of gallons of paint needed to paint his bedroom, read the map at the shopping mall and navigate to the store of his choice, etc.
5. Use a multi-sensory approach to introduce or practice a concept rather than limiting instruction to whatever appears to be the child's learning style—visual, auditory, or kinesthetic.
6. Keep in mind, you will probably spend a great deal more time feeding him information—showing him examples, making explanations—before he is able to understand than with a child without a learning disability.
7. Expect to spend a great deal of time on repetition and practice before mastery is achieved.
8. Don't require mastery of everything.

<http://www.designastudy.com/teaching/tips-111204.html>