

Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



August 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

An Educator's Guide to Teaching Students With Physical Disabilities

Children with physical disabilities, once taught in separate classes and even separate schools, now learn beside their peers in regular classrooms. Inclusion has changed how these students are educated, with the continuing development of the Individuals with Disabilities Education Act (IDEA) ensuring rights to a quality education.

The term "physical disabilities" encompasses a wide range of congenital and acquired conditions and impairments. While students with varying diagnoses and severities benefit from physical, occupational and speech therapies, each child has differing abilities and requires individualized supports. Some conditions, such as muscular dystrophy, are progressive, but those such as cerebral palsy and epilepsy can improve with treatment

Classroom and Teaching Strategies

<https://goo.gl/rk7hAk>

Welcome Back!. It's a new year with new opportunities to touch the lives of your students and families.

Have a great year. I have included lots of ideas and tips that I hope will help get your year started right.



Teaching Children With Developmental Disabilities: Classroom Ideas

Use strategies to make directions and learning expectations clearly understood. Provide directions in language the student can understand. Use visual cues (hands-on demonstrations and modeling, objects, pictures) as needed to help the child to better grasp the directions. Prompt and guide the child through the performance-sequence.

Check to be sure that you have the student's attention before giving directions. (NOTE: Children with disabilities may not always make eye contact, even when they are paying attention to you. Be on the lookout for other signs of attending--e.g., alert posture, orientation toward you, stopping other activities, verbalizations). Also, include essential information in your directions that will answer these four questions for the child (Volmer, 1995):

- (1) How much work is there to do in this task?
- (2) What exactly am I supposed to do?
- (3) When do I do the work? and
- (4) What is my payoff for doing the work? .

<https://goo.gl/LTHxr4>

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

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FEATURED IDEA OF THE MONTH

As a new year begins, remember to clarify your role in the classroom.

Educational responsibility belongs to the teacher, not the paraprofessional. The paraprofessional is a tool used by the teacher to accomplish her responsibility of delivering an education to her students.

A paraprofessional “may **not** provide any instruction to a student unless the paraprofessional is working under the **direct supervision** of a teacher . . .” A paraprofessional may not provide one-on-one tutoring at a time when the teacher is available. (20 U.S.C. § 6319(g)); [Wrightslaw: No Child Left Behind](#), page 201)

Students with Learning Disabilities

Following is a list of some of the common indicators of learning disabled students. These traits are usually not isolated ones; rather, they appear in varying degrees and amounts in most learning disabled students. A learning disabled student ...

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

It is important to remember that learning disabled students are not students who are incapacitated or unable to learn; rather, they need differentiated instruction tailored to their distinctive learning abilities.

<https://goo.gl/xTRRRV>

WEBSITES AND RESOURCES

<http://www.nrcpara.org/>

<http://www.pbis.org/>

<https://goo.gl/ok363l>



PROFESSIONAL DEVELOPMENT



Paraeducators: What We Do Matters
Self-paced and Free
Paraeducators: What We Do Matters is organized into 12 modules created specifically for paraeducators. <https://goo.gl/aEX572>



Supporting Students With Disabilities in the Inclusive Classroom

Start with strengths.

Here are four communication tips that will build success in your students with disabilities, and tips for implementing each.

1. Create a Strengths-Driven Story

Try This: Create a Positive Student Profile

Try This: Redefine Labels

2. Beware of Preconceived Ideas

Try This: Flip Your Thinking

Try This: Adjective Round-Up

Try This: Look for Contrary Information

3. Look for Multiple Intelligences

Try This: Create Think-Tac-Toe Boards

4. Person-First Language

Try This: Break the Ice

Try This: Talk to the Age

<https://goo.gl/AV6eS3>

Paraeducators — Requirements of Title I, Part A Federal Law

New! Transition from NCLB to ESSA

OSPI and school districts are shifting from NCLB to ESSA. ESSA removed the term “highly qualified” for paraeducators, just as it did for teachers. Instead, ESSA directs OSPI to develop minimum state standards. [Every Student Succeeds Act](#) on the OSPI website

- Until ESSA is fully implemented, OSPI will continue to apply the federal standards used under NCLB and explained in the [Title I, Part A Guide to Paraeducator Requirements](#).
- OSPI is developing the new standards. By 2017–18, paraeducators who work in a Title I, Part A program must meet those standards.

School districts may continue to require additional standards for the paraeducators they employ.

<http://www.k12.wa.us/paraeducators/default.aspx>