

Paraeducator Practices

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A Newsletter for Paraeducators and Their
Teachers Educational Equity for All



October 2019

Paraeducator Symbol

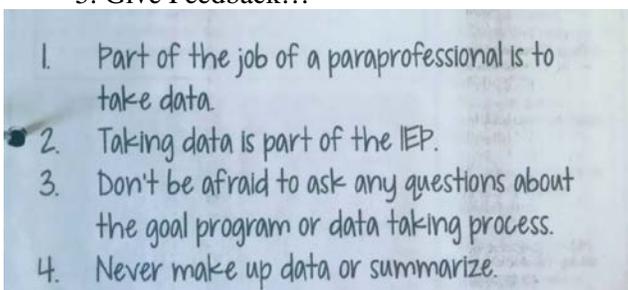


*Just as the extra pair of wings
enables the dragonfly to
accomplish astounding
aeronautic gymnastics,
paraeducators have become the
extra pair of hands that allows
teachers to truly support and
MAKE A DIFFERENCE FOR
EVERY STUDENT*

Focus on Five: Teaching Paraprofessionals About Data Collection

Here are five tips for teaching your paraprofessionals
about data collection...

1. Explain Why
2. Model
3. Take Turns
4. Talk About the Data
5. Give Feedback...



<https://t.ly/dwDXY>

Helpful Hints for Paraprofessionals Working with Students Who Are Blind or Visually Impaired

In some ways the duties of paraprofessionals working with blind or visually-impaired students are similar to those of all paraprofessionals who work with students one-on-one. Overall, the goal is to avoid promoting learned helplessness in the student. The aim of most paraprofessionals is to:

- Assist the student without doing for the student.
- Encourage the student to be as independent as possible—equal to his or her peers.
- Be as invisible as possible to avoid becoming a wall between the student and his peers or teachers.
- Provide just the right amount of support for the student—not too much and not too little.
- Work as a team member with the classroom teacher or special education teacher to help the student reach her or his highest potential possible in the least invasive way possible.

<https://www.nfb.org/sites/www.nfb.org/files/images/nfb/publications/fr/fr37/3/fr370302.htm>

English Language Arts Strategies for Students with Significant Cognitive Disabilities

This video collection features strategies for comprehensive literacy instruction for students with significant cognitive disabilities. The purpose of the collection is to support educators and families in understanding how *all* students can learn and make progress in Common Core English Language Arts standards. <https://t.ly/7PLjd>

FEATURED IDEA OF THE MONTH

Easy Halloween Costumes for Disabled Kids



<https://adayinourshoes.com/halloween-costumes-seizure-helmet/>



TTAC Online

A community sharing resources to educate students with disabilities

Instructional Strategies for Students with Cognitive Disabilities

- Teach self-monitoring techniques. (Students set goals to complete assignment and check off each step as they complete problem).
- Have students work each step in an assignment in different colors.
- Encourage students to subvocalize while learning.
- Assign a peer tutor and allow the peer or adult to read the text aloud to the student.
- Use cooperative learning techniques to allow students to “reteach” concepts.
- Model and teach metacognitive strategies.
- Teach note-taking skills.
- Provide visual cues and props to reinforce and demonstrate from lectures.
- Maximize students’ potential for success by providing a balance of visual and auditory stimuli in your teaching.
- Teach students to use self-questioning techniques.
- Provide students with a written schedule of classroom routines and timelines.
- Provide multiple opportunities to practice in different formats.
- Use flashcards for individual or group review.
- Use songs, rhymes or rhythms to help students remember information.
- Chunk pieces of information together and in sets.
- Use acronyms to help remember words or phrases.
- Use individual and class lists for added visual representation.
- Use semantic maps and diagrams to help students remember the connections between concepts.
- Reteach items of information as often as possible, varying the approach a little each time.

WEBSITES AND RESOURCES

<https://iris.peabody.vanderbilt.edu/resources/books/>
<http://www.pathstoliteracy.org/blog/category/multiple-disabilities>
<https://aaid.org/home>



PROFESSIONAL DEVELOPMENT

Evidence-Based Practices for Students with Disabilities

Participants will understand that students with severe developmental disabilities will also need some intensive, systematic instruction to learn priority content, which can be embedded in the milieu of a general education classroom. Participants will learn what to teach as well as how to teach through systematic instruction and best practices for supporting students with severe disabilities in order to improve their outcomes.

<http://cedar.education.ufl.edu/cems/severe-disabilities/>



- Teach the meaning of key vocabulary words.
 - Introduce only one concept at a time and teach to mastery.
 - Provide many practice opportunities and include problem solving, reasoning and real-life application to help with transfer of information.
 - Provide learning aids such as manipulatives and models to help students focus on conceptual understanding and skill building.
 - Provide cooperative learning strategies with large and small groups.
 - Teach students how the textbook is organized, including the format for each page or section.
 - Provide video-taped and audio-taped lessons.
 - Have available textbooks on CD ROM.
 - Make connections between language arts and other disciplines.
 - Scaffold the instruction.
 - Use visual aids (posters, models, videos, slides, pictures, bulletin boards, notebooks).
 - Teach students how to look for the same or similar content in another medium (movie, filmstrip, audio tape, video tape, sticker book, photo album, field trip).
- * For students with cognitive or physical disabilities, educators must involve instructional strategies that are accessible throughout the daily schedule. The classroom environment and educational staff must consider changes and accommodations to increase student participation and enhance learning. When teachers and students adapt effective instructional strategies, individual and groups of students gain the tools necessary to become successful learners. Below are suggested strategies to support students with cognitive and physical disabilities, and are applicable to use within all classroom settings and with all children.
- <https://ttaonline.org/instructional-strategies-students-with-cognitive-disabilities>