

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



June 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

Including Students with Multiple/Severe Disabilities in the General Education Classroom

TIPS AND RESOURCES FOR TEACHERS

Meaningful Participation

Every student has the right to actively participate in natural settings within their school and community. In education, inclusion means educating students with disabilities among their peers without disabilities to the greatest extent possible. Inclusion in the general education classroom provides all students the opportunity to participate, learn, and feel a sense of belonging within a group. It does not mean everyone must complete the same work in the same way. It allows for accommodations so that everyone is able to participate to the greatest extent possible while using the general education curriculum.

<https://vkc.mc.vanderbilt.edu/assets/files/tipsheets/inclusionsevclastsips.pdf>

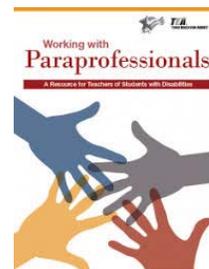
Teacher Tips for Working with Children with Severe Handicaps by Sue Watson

Severe Handicaps in the Inclusional Setting

Updated April 13, 2019

1. Prior to supporting the specific goal, it is important to make sure you have their attention. Typically, you'll be using a very direct teaching method.
2. As much as possible, use grade appropriate materials.
3. Identify some clear goals/expectations and stick with it. It takes a great deal of time to see success in most cases.
4. Be consistent and have predictable routines for everything you do.
5. Make sure that everything is relevant to the child you are working with.
6. Be sure to track progress carefully, which will help you define when the child is ready for the next milestone.
7. Remember that these children don't often generalize, so be sure to teach the [skill](#) in a variety of settings.
8. When the child has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

In summary, you are a very important person in this child's life. Be patient, willing and warm at all times.



This document was created as a resource for educators, in order to assist in their understanding of how to best utilize a paraprofessional in the classroom. Both general and special education settings are addressed (including non-traditional settings such as in-home or community-based settings). The intent of this guide is for it to be used as a resource, not as a strict set of "rules" that must be followed.

<https://is.gd/MHaZMx>

FEATURED IDEA OF THE MONTH

Role of the Paraprofessional

Paraprofessionals, or Paraeducators, are important members of the education team. When a paraprofessional is assigned to a teacher or classroom to assist students with special needs, it is crucial that they are viewed as a support for all students. This encourages and allows the teacher to take ownership for every student in the class. It also provides the teacher and all students an opportunity for extra instruction and support.

While only the teacher can “Teach”, the role of the paraprofessional is to provide support through practice and application of the concepts the teacher is going over. This may be done by such activities as leading small group instruction designed by the teacher, gathering materials, assisting students to complete directions given by the teacher, or by facilitating interactions between students.

Research-Based Practices for Teaching Students with Disabilities: A Resource for Supporting & Evaluating General and Special Education Teachers of Students with Disabilities

The following table identifies major categories of research-based practices for teaching Students with Disabilities (Column 1), including Universal Design for Learning (UDL), Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Assistive Technology (AT), as well as research-based instructional practices for students with all levels of disabilities, as well as ELLs with disabilities. In addition, it provides specific examples (though not exhaustive) of research-based best practices when teaching Students with Disabilities (Column 2) and how teacher evaluators can identify evidence of these practices in classroom observation, teacher conferences or other sources of evidence (Column 3). The citations and references listed in Column 4 have complete bibliographic information at the end of the document.

<https://is.gd/fqOMpd>

EVIDENCE THAT HAND UNDER HAND SUPPORT WILL ELICIT LESS RESISTANT BEHAVIORS

This study was done with people who had dementia. It follows then that it applies to students with disabilities and a sense of control.

“An experimental study was conducted to compare three techniques, direct hand (DH) and hand over hand (HOH) feeding, and Hand-under-Hand™ (HuH) assistance with eating, and their impact on meal intake. The hypothesis was that HuH™ would provide a motor cue, allowing people living with dementia to feel in control, therefore elicit fewer resistive behaviors (defined as, for example, turning head away, clamping mouth shut) and increasing meal intake.”

See full study here: <https://is.gd/037Pit>

WEBSITES AND RESOURCES

<https://is.gd/udNvhO>

<https://is.gd/yyKs6V>

<https://is.gd/XNnEVN>



PROFESSIONAL DEVELOPMENT



2019 SPECIAL EDUCATION
COLLABORATIVE
CONFERENCE AUG 14

<https://is.gd/HRO7TJ>

Special education paraprofessionals and teachers, as well as school administrators, will enjoy learning and preparing for the year at the Creatively Focused Collaborative Conference. Participants will participate in a creativity activity to tap into their inner creative spirit, be inspired by the stories told by our parent and student speakers, attend sessions specific to their daily work and collaborate with their team members and others who understand the daily demands of being a special educator. Come join our community of learners!

Audience: Paraprofessionals

- Toolkit for New to Profession Paraprofessionals: Includes Mandated Annual Training for Paraprofessionals by MDE
- Toolkit for Experienced Paraprofessionals: Includes Mandated Annual Training for Paraprofessionals by MDE
- A Day in the Life: What Does It Mean to Be a Paraprofessional?
- Supporting Students through Understanding Behavior: The Do's and the Don'ts
- Increasing Independence of Learners



Teaching Strategies for Autism: Tools for Effective Learning

- Goals
- Prompting
- Fading
- Forward Chaining
- Backward Chaining
- Rewards
- Schedules of Reinforcement
- Generalization
- Testing Your Child's Progress
- Repetition

<https://is.gd/lezwRB>