

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



August 2016

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

THE ROLE OF A PARAPROFESSIONAL IN BUILDING STUDENT INDEPENDENCE

- Build your knowledge about strategies
- Help only when they cannot do it themselves
- Teach independence
- Offer support, as needed
- Build independence throughout the day

STUDENT INDEPENDENCE: What does it look like?

- Use of a planner to write down assignments
- Use of magnification software to read a text
- Using a joystick to manipulate a computer
- Use of pictures to guide task completion
- Use of an orthopedic device for walking
- Taking the elevator rather than the stairs
- Tying ones own shoes



National Center and State Collaborative

INSTRUCTIONAL RESOURCE GUIDE

https://wiki.ncscpartners.org/index.php/Instructional_Resource_Guide

The Instructional Resource Guide serves as a source of information about evidence-based best practice in instruction for students with significant cognitive disabilities. The guide thoroughly reviews instructional strategies that are based on theories of Applied Behavior Analysis (ABA).

These evidence-based practices in instruction include strategies such as: prompting, systematic instruction, and use of feedback and data.

STRATEGIES TO BUILD INDEPENDENCE

- Cues/Prompts
- Modeling
- Shaping
- Wait Time
- Fading
- Intrinsic Reinforcers
- Extrinsic Reinforcers

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

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FEATURED IDEA OF THE MONTH



Make Musical Instruments Accessible

to learners with significant disabilities



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

Active Learning Space

Mounts for Musical Instruments

Learners with multiple disabilities often have difficulty holding a musical instrument and playing it. Creating a stand for instruments enables learners to play them more independently, by tapping, banging, or shaking them..

WEBSITES AND RESOURCES

http://www.fl-pda.org/independent/courses/TSWD/content/unit02/docs/Multiple_Disabilities_in_Your_Classroom_10_Tips_for_Teachers.pdf
http://kc.vanderbilt.edu/kennedy_pdfs/TipSheets/tipsheet_ClassroomInclusion.pdf
<http://www.specialeducationguide.com/disability-profiles/multiple-disabilities/>

PROFESSIONAL DEVELOPMENT

edWeb.net

edWeb webinars are free.
You'll receive a CE certificate for attending.

<http://home.edweb.net/upcoming-webinars/>

Early School Years Fact Pack

A Guide for School Staff



Facilitating Successful Inclusion Students with Cerebral Palsy into Mainstream School Settings

TIPS FOR USING VERBAL PROMPTS

- Use vocabulary that is familiar to the student
- Use structurally simple and relatively short sentences when prompting
- Use “start” directions rather than “stop” directions
- Adjust your rate of speaking when giving a verbal prompt

USING PROMPTING STRATEGIES TO INCREASE STUDENT INDEPENDENCE

- Avoid providing prompts for skills that a student currently demonstrates
- Prior to providing a prompt, gain student attention (*eye contact as appropriate*)
- Begin with the least intrusive prompt initially
- Use prompts in conjunction with reinforcement (verbal phrase, point sheets, rewards, etc.)
- Discontinue prompting for a skill that has been mastered

Using Strategies to Help with Communication

1. **Assume that all children are competent.** All autistic children are capable of learning.^[1] They simply need to find a strategy for proper information absorption.
2. **Avoid long verbal commands or lectures.** These can be confusing, as autistic children often have trouble processing sequences, particularly spoken ones.^[2]
3. **Use closed captions on a television.** This can help both those who can and cannot yet read.

<http://www.wikihow.com/Teach-Autistic-Children>

Ideas to consider:

1. Ensure that all school staff members involved in supporting the students are familiar with their strengths and needs. This reduces the students' dependence on any one staff member. Specific training may be needed for back up support staff e.g. teacher's aide (special)
2. Ensure that procedures for toileting and general assistance are documented for casual staff.
3. Appropriate positioning of students with cerebral palsy enhances participation and maximizes skill development, social interactions and independence. It also decreases the need for a constant 1:1 student staff ratio with them.
4. It is important not to leave a student at the same activity or in the same position for extended periods (i.e. 20 to 30 minutes).
5. Plan ahead by having any equipment or modifications that may be needed by the student ready at the appropriate activities e.g. modified switch at the computer. Also, ensure that all activities are easily accessible with clear spaces allowing access with a walking frame, wheelchair or sticks.
6. Some students with cerebral palsy may not be motivated to participate in certain activities and may require some encouragement and modification to the curriculum.
7. Provide opportunities to allow the student to participate as fully and independently as possible. Plan to allow learning and play without an adult always in the student's immediate proximity. This encourages other students to view the student in his / her own right as part of their group and provides opportunities for social interactions which may otherwise not occur.

https://worldcpday.org/wp-content/uploads/2015/10/early_school_years_fact_pack.pdf