

Paraeducator Practices

Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



November 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 and function of adults in the classroom must be well defined in order for coordinated instruction to occur. Teachers and paraprofessionals working with students must take time to coordinate and plan together so that paraprofessionals are not left alone to create and design what they do with students.

- Barbara Jo Stahl (MDE)

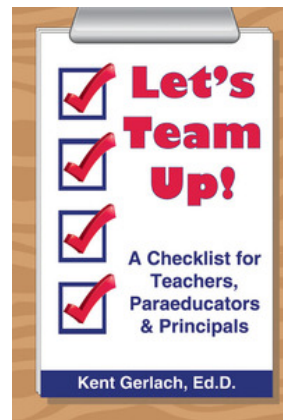
Regardless of the age group or needs of the students, effective paraprofessionals share certain characteristics.

- Patience. Paraeducators need patience and self-control.
- Communication. A paraprofessional must communicate well with students.
- Judgment.
- Emphasize Education.
- Becoming a Paraprofessional.
- Pay and Job Growth.

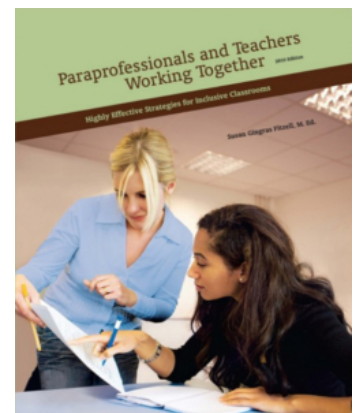
Characteristics of a Paraprofessional in Education |
Chron.com <https://goo.gl/PjW05F>



<http://www.autismclassroomresources.com/3-reasons-use-zoning-plan-classroom/>



Let's Team Up!
A Checklist for
Teachers,
Paraeducators &
Principals



**Paraprofessionals
and Teachers
Working
Together**

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

Tana Donaghy, President, Educational Equity For All
Misstanad@educationequityforall.org; 909-964-5057
<http://www.educationequity4all.com/>

FEATURED IDEA OF THE MONTH



A dream workshop with the New York City Ballet <https://goo.gl/szKDs0>



Understanding Different Learning Styles Providing the right environment conducive to learning

The classroom environment can also have a big effect on the amount of learning that occurs. Here again, people are different and have different environmental preferences. Nevertheless, understand what effects the learning process is important to know. Some of the common learning styles and environmental factors that should be considered when attempting to create the best learning conditions are listed below.

Learning Styles
Structure of Lessons
Sociological
Auditory
Visual
Tactile
Environmental Factors
Formal vs. Informal
Noise vs. Quiet
Temperature
Bright vs. Dim
Kinesthetic
Mobility

<https://goo.gl/Z3SLdA>

WEBSITES AND RESOURCES

<https://ici.umn.edu/products/spedpara/section4b.html>

<https://goo.gl/KWMkDH>

<https://goo.gl/JIUp5K>



PROFESSIONAL DEVELOPMENT

SELF-PACED TRAINING MODULES FOR PARAPROFESSIONALS

Commonwealth Autism has developed self-paced modules to help meet the needs of training paraprofessional staff who work with individuals on the Autism Spectrum Disorder. These modules provide paraprofessionals with the informational knowledge they need to work with students on the Autism Spectrum.

Please click on the title of each module to view them. Once in the module, you may use the control panel at the bottom of the screen to move to various slides. You may also view the notes for each module by clicking on the notes tab on the left hand side of your screen in the module. There will be directions within the module to guide with other key functions.

You will need to be connected to a printer in order to print your final quiz results and certificate of completion as record for completing each module.

1. [Autism 101](#)
2. [Behavior](#)
3. [Communication](#)
4. [Social Skills](#)
5. [Comprehensive Instructional Programming](#)
6. [Environmental Structure and Visual Supports](#)

<http://www.autismva.org/trainingmodules/2014>



AAC Basics and Implementation: How to Teach Students who "Talk with Technology"



"Augmentative or Alternative Communication (AAC) is any device, system, or method that improves the ability of a child with a communication impairment to communicate effectively." <https://goo.gl/pgNHg3>