

# Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All

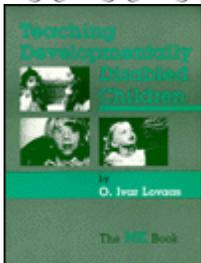


March 2016

### 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**



**Teaching Developmentally Disabled Children: The Me Book / Edition 1**  
by O. Ivar Lovaas



Developmental disabilities are defined as severe, chronic disabilities that occur any time between birth and 21 years of age that are expected to last a lifetime. Developmental disabilities are not always visible and may be cognitive, physical or a combination of both. Developmental disabilities often result in difficulty performing daily activities such as taking care of one's self, communication, learning, mobility, and independent living.

### Six Ways to Manage a Small Group

#### 1. Shared focal point

- Show visuals on interactive whiteboard or computer + projector.
- Provide a central location for displaying visuals

#### 2. Can I see?

- Make sure all students can see each other.
- Be sure to call attention to materials and objects that are being used.
- Include students with sight impairments by giving them the chance to touch the materials.

#### 3. Students manage materials

- Call on students to find materials needed for the lesson.
- Divide jobs among the group in cutting or prepping materials.
- Create Concrete Connections together and use to review skills when assembling.

#### 4. Model for students

- Show how to use and treat each tool / material – in isolation and in context of the lesson.
- Show your thinking by thinking outloud.

#### 5. Provide opportunities for a group response

- By clapping, making positive comments, answering, and /or repeating together, students are drawn into the group and the activity.

#### 6. Create interest

- Connect the topic to the students: what they like and what is exciting

## FEATURED IDEA OF THE MONTH

### Why zombies don't have friends

1. They have a hard time making gestures.
2. Zombies rarely remember to say "please" and "thank you."
3. Really poor eye contact.
4. Putrid body odor.
5. Zombies never change the tone of their voice.
6. Zombies are always trying to stand too close to people.
7. Eating brains leads to terrible breath.
8. Zombies never remember to wash their clothes.
9. Friends don't like it when you try to eat their brains.
10. It's hard to have a conversation with someone who only says, "Mmm brains."



Don't Be a  
Zombie:  
Pragmatic/  
Nonverbal  
Language  
Skills

[www.teacherspayteachers.com/Product/Don't-Be-a-Zombie-PragmaticNonverbal-Language-Skills-695244](http://www.teacherspayteachers.com/Product/Don't-Be-a-Zombie-PragmaticNonverbal-Language-Skills-695244)

## WEBSITES AND RESOURCES

[http://www.ehow.com/list\\_7196626\\_workshops\\_-games-activities-developmental-disabilities.html](http://www.ehow.com/list_7196626_workshops_-games-activities-developmental-disabilities.html)  
<http://www.wonderbaby.org/articles/music-development>  
<http://www.edudemic.com/10-emerging-education-technologies/>

## PROFESSIONAL DEVELOPMENT

# California Paraeducator Conference

April 12-14, 2016

Ontario Convention Center

### Registration Fee

\$109 per person (includes all class instruction, materials and two continental breakfasts). **The pre-registration deadline is April 1, 2016.** If you miss this deadline you must register on-site and is subject to space availability.

<http://www.csea.com/memberhome/Events/ParaeducatorConference/abid/1086/Default.aspx>

## Effective Teaching Methods For People With Intellectual Disabilities

TAMMY REYNOLDS, B.A., C.E. ZUPANICK, PSY.D. & MARK DOMBECK, PH.D

Individuals with intellectual disabilities (ID, formerly mental retardation) benefit from the same teaching strategies used to teach people with other learning challenges. This includes learning disabilities, attention deficit/hyperactivity disorder, and autism. One such strategy is to break down learning tasks into small steps.

A second strategy is to modify the teaching approach. Lengthy verbal directions and abstract lectures are ineffective teaching methods for most audiences. Most people are kinesthetic learners. This means they learn best by performing a task "hands-on."

Third, people with ID do best in learning environments where visual aids are used. This might include charts, pictures, and graphs. These visual tools are also useful for helping students to understand what behaviors are expected of them.

A fourth teaching strategy is to provide direct and immediate feedback. Individuals with ID require immediate feedback. This enables them to make a connection between their behavior and the teacher's response.

<https://www.mentalhelp.net/articles/effective-teaching-methods-for-people-with-intellectual-disabilities/>

## Concrete-To-Representational-To-Abstract Sequence

CRA is an intervention for mathematics instruction that research suggests can enhance the mathematics performance of students with learning disabilities. It is a three-part instructional strategy, with each part building on the previous instruction to promote student learning and retention and to address conceptual knowledge. The CRA instructional sequence consists of three stages: concrete, representation, and abstract:

- **Concrete:** Each math concept/skill is first modeled with concrete materials (e.g. chips, unifix cubes, base ten blocks, beans and bean sticks, pattern blocks). Students are provided opportunities to practice and demonstrate mastery using concrete materials
- **Representational:** The math concept/skill is next modeled at the representational (semi-concrete) level which involves drawing pictures that represent the concrete objects previously used (e.g. tallies, dots, circles, stamps that imprint pictures for counting) Students are provided opportunities to practice and demonstrate mastery by drawing solutions
- **Abstract:** The math concept/skill is finally modeled at the abstract level (using only numbers and mathematical symbols). Students are provided many opportunities to practice and demonstrate mastery at the abstract level before moving to a new math concept/skill.

