



Paraeducator Basics

Category: Meeting All Learner Needs

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Meeting All Learner Needs

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Recognize the variety of paraeducator roles and responsibilities in educational programs for diverse learners.
- Apply knowledge of specific student disabilities to supporting classroom instruction and managing student behaviors.
- Demonstrate appropriate knowledge of confidentiality guidelines regarding student information.
- Learn to effectively collaborate with other adults through planning and communication.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies instructional designs to increase student achievement, sustain long-term change, and achieve intended outcomes.

Resources in This Binder:

- Attendee Handouts:
 - Workshop Agenda
 - Handout 1: Day-to-Day Tasks
 - Handout 2: My Classroom Responsibilities
 - Handout 3: Responding to Student Questions
 - Handout 4: My Schedule
 - Handout 5: Planning Ahead
 - Activity Sheet 1: Teacher or Shared Task?
 - Activity Sheet 2: Matching Areas of Disability
 - Activity Sheet 3: Ideas for Supporting Instruction
 - Activity Sheet 4: Confidentiality Scenarios
 - Attendee Notes
 - Certificate of Completion
 - 3-2-1 Evaluation Form
- Answer Key for Activity Sheet 1: Teacher or Shared Task?
- Answer Key for Activity Sheet 2: Matching Areas of Disability
- Answer Key for Activity Sheet 4: Confidentiality Scenarios
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Paraeducator basics
2. Working with students
3. Working with adults

Subtopics:

- 1. Paraeducator basics**
 - a. Student support programs
 - b. Inclusion
 - c. Roles and responsibilities
- 2. Working with students**
 - a. Helpful student information
 - b. Supporting instruction
 - c. Handling behavior issues
- 3. Working with adults**
 - a. Confidentiality
 - b. Planning and preparing
 - c. Effective communication with adults

Presentation Outline

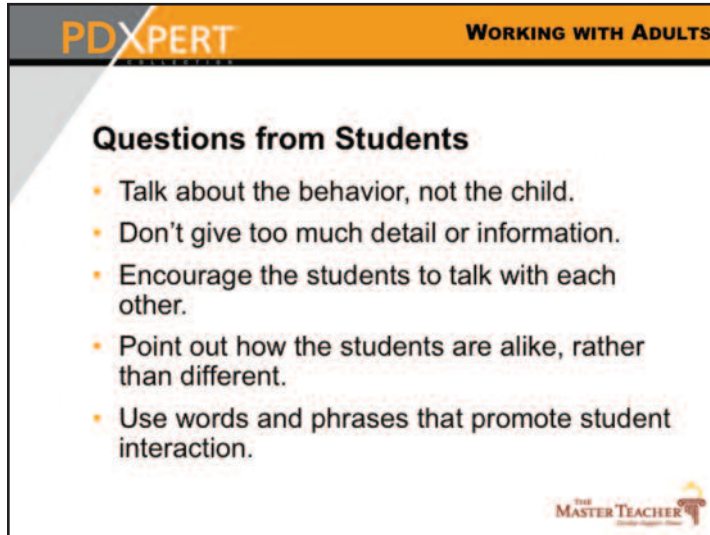


This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, while non-bold print times show the approximate amount of time an activity will take within that topic.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants		
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	1-3	5
Part 1 – Paraeducator Basics	4-16	55
Activity – Paraeducator Job Tasks	5-6	10
Topic 1 – Student Support Programs	7-8	10
Topic 2 – Inclusion	9-10	10
Topic 3 – Roles and Responsibilities	11-15	10
Activity – Teacher or Shared Task?	13-15	15
Break		
Part 2 – Working with Students	17-27	60
Topic 4 – Helpful Student Information	18-20	10
Activity – Matching Areas of Disability	19	15
Topic 5 – Supporting Instruction	21-23	15
Activity – Ideas for Supporting Instruction	22	10
Topic 6 – Handling Behavior Issues	24-26	10
Break		
Part 3 – Working with Adults	28-41	60
Topic 7 – Confidentiality	29-33	20
Activity – Confidentiality Scenarios	32	15
Topic 8 – Planning and Preparing	34-37	15
Topic 9 – Effective Communication with Adults	38-40	10
Total of 3 hours (not including breaks)		

Helpful Tip! This 3-part workshop can be broken into three separate 1-hour sessions. Each session contains “stand alone” topics that can be presented together or separate, or in any order.

Slide 33


 The slide features a title bar with 'PDXPERT' on the left and 'WORKING WITH ADULTS' on the right. Below the title bar, the main heading is 'Questions from Students'. A bulleted list contains five items: 'Talk about the behavior, not the child.', 'Don't give too much detail or information.', 'Encourage the students to talk with each other.', 'Point out how the students are alike, rather than different.', and 'Use words and phrases that promote student interaction.' The slide also includes a small logo for 'THE MASTER TEACHER' in the bottom right corner.

What if **other students** ask about your job and the students you support? The confidentiality guidelines still apply.

It's only natural that students will have questions, and these questions need to be addressed. But, they need to be addressed in a way that won't betray confidentiality or give out more information than the student can understand or really wants to know. For example, older children can understand terms like **muscular dystrophy**, whereas younger children need short explanations.

Here are a few suggested responses to a question about a student with muscular dystrophy:

- For kindergarten or first-grade students, you might say: "Anne can't walk so she uses a wheelchair to get around."
- For upper elementary/middle school students: "Sometimes, people with muscular dystrophy can't walk and have to use a wheelchair."

Always be very honest and direct. Emphasize that the student is like all the other students in many ways, but may be different in others.

Some other suggestions for addressing student questions are as follows:

- Talk about the behavior, not the child. For example, "Sometimes knowing what to do next is hard to remember. Shaneka's chart helps her remember."
- Don't give too much detail or more information than the student needs or can understand.
- If appropriate, encourage students to talk with each other. That's always better than talking "about" someone.
- Point out how the students are alike, rather than different.
- Use words and phrases that promote interaction. An example would be asking a student to "go with" a student to the cafeteria rather than "take" the student.

