

# UTILIZING PARAPROFESSIONALS DURING DISTANCE LEARNING

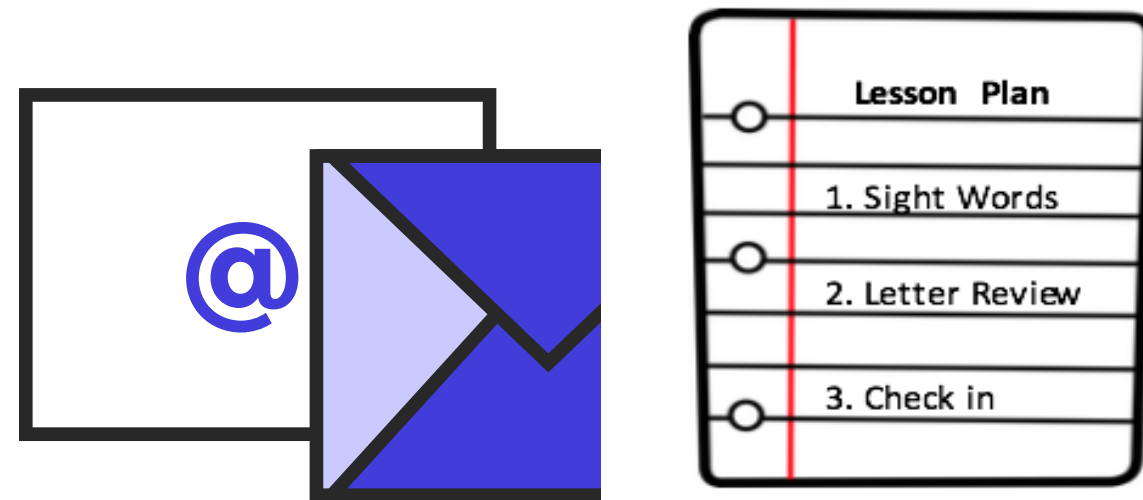
## ENSURE ACCESS



Districts should ensure paraprofessionals have access to materials such as a computer, reliable internet, and training and support for new using technology necessary for their work. Remember not all duties can translate virtually.



These activities are intended for teachers and paraprofessionals to support learning together.



## SUPPORTING ACCESSIBILITY

- Research websites, videos, for accessible activities to incorporate into lessons
- [Develop and use Visual Schedules](#) Ex. to illustrate steps of an activity
- Dropping packets and materials off to homes of students
- Make materials to send home, Per the direction of the teacher
- Boardmaker, LessonPix, Symbolstix or other picture communication symbol systems to provide instructions
- [Caption pre-recorded instructional videos](#)
- Braille and large print production
- Help students organize their time so they can be productive with classwork and academic goals.
- Providing descriptions of lesson or instructions



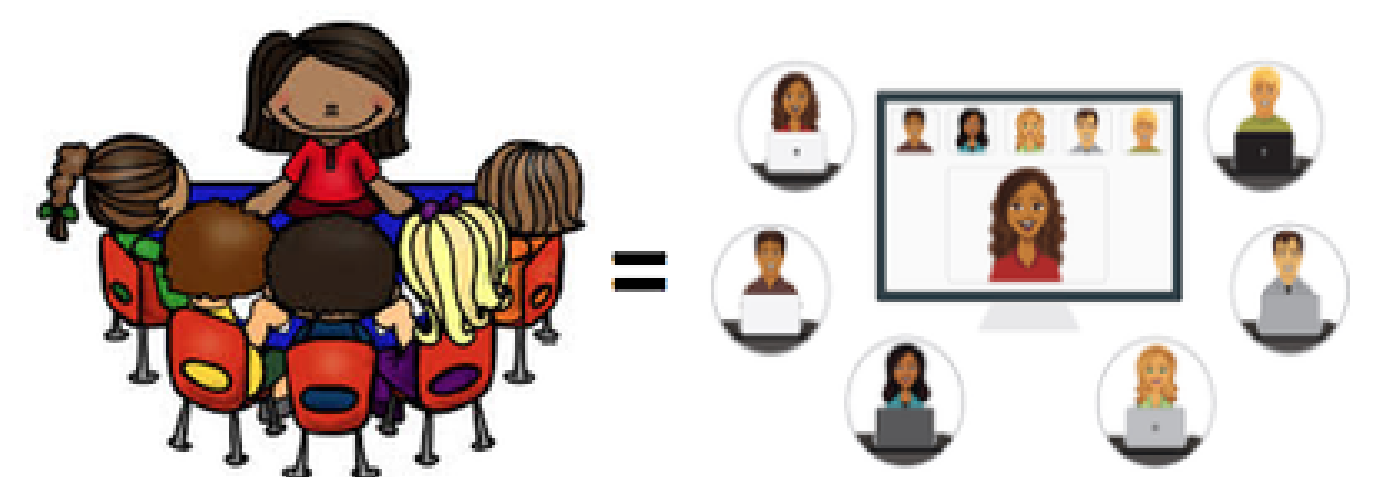
## VIDEO MODELING

- Model Core Vocabulary Ex. Point to core words on printed core board while teacher says the words
- [Use of PECS](#)
- [Project-Core Modules](#)
- Record themselves reading a book or demonstrating a Life skill (i.e. [washing hands](#), turn taking, [Asking a friend to play](#), playing a game)
- [Pre-record lesson instructions/expectations with an example using Loom](#)

## TRAINING MODULES FOR PARAPROFESSIONALS

Now is a great time to have your teacher aides get some specific training that is hard to find time for during the typical school year. Some great sites with training videos are:

- [IRIS Center](#)
- [Understood.org](#) dozens of simulations to experience disabilities firsthand
- [DLM Learning Modules](#) (48 modules to choose from)
- [TTAC Online](#) (follow the links: Resources, Professional Resources, Paraprofessionals)
- Autism Modules :
  - [MAST](#)
  - [AIM](#)
  - [AFIRM](#)
  - [OCALI](#)
- [Building Independence](#)
- [People First Language](#)
- [Resolving Conflict](#)



## WAYS PARA'S CAN SUPPORT DURING A LESSON

- Provide Choices Ex. *Would you like to type your answers or verbally tell me your answers?*
- Assist teachers with writing letters to students
- Reteach concepts in small group break outs
- Answer questions during lessons
- Attend Zoom meetings to assist with reading printed materials
- [Prompt with visuals](#) Ex. *Use visual to illustrate what will be happening*
- Providing Feedback Ex. *looks like you are almost finished, remember to finish the last question...*
- Behavior Management
- Read Alouds

## DATA COLLECTION

- Teach the paraprofessional the basic types of data, why we take data, and what is done with the data that is collected.
- Show the paraprofessional the type of data collection method to use and walk him/her through the procedures.
- Some data collection tasks that paraprofessionals can support are:
  - Observations
  - Anecdotal records
  - Checklists
  - Accuracy
  - Loading Data on Spreadsheets
  - Count Number of Prompts or Responses
  - Keep Track of Student Engagement
  - Recommended Data Collection Tools: [ABC](#)
  - [Logs](#), [Weekly Scatterplot](#) and [Blank Scatterplot](#)

## ADDITIONAL RESOURCES

1. Resources for Deaf/Blind students: [Open Hands Open Access learning modules](#)
2. Virtual services to students who are deaf or hard of hearing: [Virtual Learning Livebinder](#).
3. [Paraeducator 101](#)
4. [Article on Utilizing Paras during Distance Learning](#)
5. [Utilization of Non Certified Personnel](#)
6. [Wayne RESA's Paraprofessional Resources Webpage](#)