

Establish Team Work

- ◆ Communicate with your teacher daily, this is essential to building a program which is responsive to handicapped learners.
- ◆ Offer suggestions or ideas but don't get your feelings hurt if your suggestions or ideas aren't taken.
- ◆ Ask your teacher's opinion on your performance.
- ◆ Discuss problems NOW. Don't let them grow longer by ignoring them.
- ◆ Try to follow instructions given exactly.
- ◆ Remember all final decisions are up to your teacher.
- ◆ Don't talk about school problems to people outside of school.
- ◆ Give the teacher feedback, it helps in communication.
- ◆ Let teachers know your interest, hobbies, background and experiences. You may be able to contribute much to special class projects and special interest centers.
- ◆ Ask questions – the teacher may assume that you know what she (the teacher) is talking about when giving directions.
- ◆ Learn classroom procedures, i.e., to restroom, recess, lunch, drinks, fire drills.
- ◆ Share responsibilities – offer to do something to help equalize the work in the room. Don't wait to be told to do something. Work with the teacher as a team.
- ◆ Be patient – with yourself (teaching is a learned profession, it takes time).
 - with the teacher, some days are more demanding than others.
 - with the children, the courtesy and respect we show children will be imitated.
- ◆ Become familiar with the types of children served within the classroom.
- ◆ Become familiar with the academic approach of the teacher.
- ◆ Become familiar with the various types of academic equipment and materials used in the classroom.
- ◆ Have a positive self-concept that you are not dependent upon constant positive feedback from the children.
- ◆ Enthusiasm and a sensitivity to the feelings of children is very important. On the other hand, this sensitivity must not get in the way of giving the child security by the use of firmness and structure.
- ◆ Mutual respect and support between the teacher and the paraeducator must be shown at all times.
- ◆ There must be consistency in handling of rules and rewards in the classroom.
- ◆ Be prepared to give any practical assistance that the teacher feels necessary for the success of the program (helping make teacher-made materials, copies, etc.). Work with the teachers, not against them. Have a positive attitude and emphasize the progress made. Don't be a complainer. Show some enthusiasm for your job. Be on time and be dependable. Be a professional. If work problems arise and you have discussed them unsuccessfully with your supervising teacher, feel free to visit with the Special Education Director, but first make sure you have discussed the problem with your supervising teacher.

IEP – Individual Education Plan

Discuss with the teacher the students goals and objectives on the IEP. Discuss with the teacher how you will be involved in implementing these goals and objectives.