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There's No "I" in Team: Building a Framework for Teacher-Paraeducator Interactions in Self-Contained Special Education Classrooms

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Abstract: This study examines interactions among special education teachers and paraeducators in special education self-contained classrooms, an area where limited research is available. Using a mixed methods approach, the researchers conducted a literature review, analyzed classroom observations, and conducted interviews with school practitioners. NVivo was used to develop themes from the collected data. The results identified a framework for Teacher-Paraeducator Interactions which consists of Solidarity, Delegation of Staff, Respect, and Disrespect. Based on the findings, implications for practice and research are discussed including the development of a special education classroom observation tool, The Recognizing Excellence in Learning and Teaching Tool.

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Strategy Instruction versus Direct Instruction in the Education of Young Adults with Intellectual Disabilities

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Abstract: In the Netherlands, students with intellectual disabilities (ID) attend practical education (PE). Teachers generally use demonstration as a form of direct instruction (DI) and students have difficulty working independently. Strategy instruction (SI) is a question-answer-based method that stimulates students' autonomy by getting them to verbalize task strategies. A small scale teaching experiment involving a total of 33 students (aged 14 to 15 in four classes at two schools) was conducted. Classes were randomly assigned to SI or DI. Students who received SI had higher quality post-test assignments and were able to verbalize them better than students in the DI group.

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Examining Student Social Capital in a Comprehensive School-Based Health Intervention

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Abstract: The purpose of this study was to explore 188 third through eighth-grade students' patterns of social interaction related to a comprehensive school-based health program, and to investigate relationships between student social capital (i.e., number and frequency of interactions with friends, teachers, and guardians/family members) and teacher implementation. Analyses of survey responses across three time periods revealed that students' patterns of social interaction differed significantly by grade level (elementary versus middle school) and time. There were also significant associations between student social capital and teacher implementation of intervention activities. These results suggest that educational leaders and policy makers attend to social interaction as a lever for intervention success.

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Differentiation Practices in Grade 2 and 3: Variations in Teacher Behavior in Mathematics and Reading Comprehension Lessons

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Abstract: This study focused on the differentiation practices of second- and third-grade teachers in mathematics and reading comprehension lessons. Preconditions for differentiation, classroom organization, and how teachers dealt with students of different ability levels were investigated through observations, using a time-sampling instrument. Data of 43 teachers, from 18 schools, show the importance of taking context factors into account. The study also focused on how students of four different performance levels were addressed by their teachers. It was found that teachers mostly adapted teaching to the relatively weak performing students in their class by addressing them more often, in a content-related way. Relatively advanced students received additional attention less often.

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