



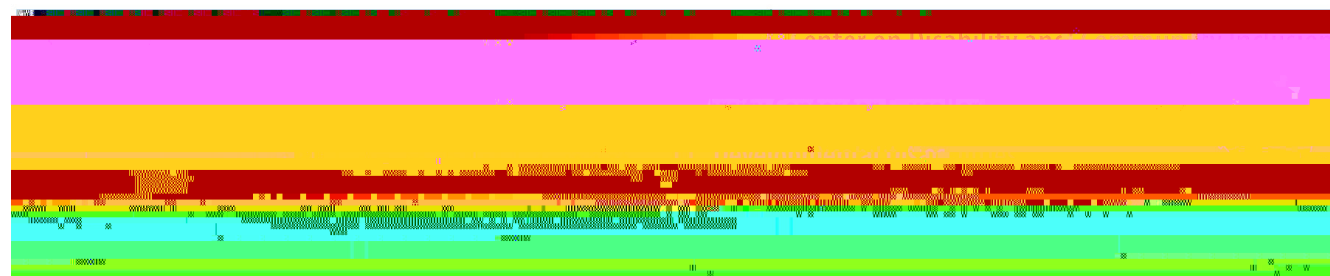
# CDCI Research into Practice



1. Schools should look at the way paraprofessional services are delivered. Are they working for each student?
2. Students with disabilities should help decide how much support they get.
3. Schools should look for ways to create shared learning experiences that can encourage new friendships between students with and without disabilities.
4. School leaders should start a conversation about how to improve school inclusion. Schools need to make sure they are teaching students with disabilities, and not “hosting” them.
5. We need to listen to students with disabilities. Their experiences and perspectives will help improve schools for all students.

Journal of Research in Education, CDCI.

B... M., D..., M. B., & G..., M. F. (2005). ...  
...  
... *Exceptional Children*, 71, 415-430.



Journal of Research in Education:

## Perspectives of Students with Intellectual Disabilities about their Experiences with Paraprofessional Supports

Journal of Research in Education: A ?

Sixteen young adults with intellectual disabilities who had help from a paraprofessional when they were in school were asked questions about their experiences with this help. Paraprofessionals are sometimes called teacher assistants or paraeducators. They provide help to students and teachers in general education classes.

The 16 young adults answered questions about:

- (a) themselves (How old are you? Where did you go to school?),
- (b) what it was like in school working with a paraprofessional,
- (c) their point of view about those supports, and
- (d) what advice they would give to people in schools.

This study is important because it asked students with intellectual disabilities about their thoughts and ideas about paraprofessional help in school.

Journal of Research in Education: A a a a a d

