

Paraeducator Practices

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A Newsletter for Paraeducators and Their
Teachers Educational Equity for All



March 2020

Paraeducator Symbol



*Just as the extra pair of wings
enables the dragonfly to
accomplish astounding
aeronautic gymnastics,
paraeducators have become the
extra pair of hands that allows
teachers to truly support and
**MAKE A DIFFERENCE FOR
EVERY STUDENT***

Setting Limits That Work

1. Explain the exact type of behavior that is inappropriate when a child is uncertain as to what their inappropriate behavior is.
2. Try to illicit why the behavior is inappropriate, if not, you will need to explain this very clearly as well.
3. Present the child with choices for meaningful consequences. Remember, the consequences must be enforced and be significant to the child. (A child who likes to sit in the office should not have this choice)
4. Allow the child some time to determine the consequences he/she feels they would prefer.
5. Always adhere to your limits. Don't be seen as someone who waffles on consequences.

Ten Characteristics of an Effective Team

1. All team members understand why the team exists and are committed to accomplishing the mission and goals of the team.
2. Team members know what needs to be done, and by whom, to achieve team goals.
3. Team members know their roles in getting task done and how to use the skills and expertise of each member most effectively.
4. Decision-making leadership and supervision guidelines are clearly understood by all team members.
5. Team members feel their unique personalities and strengths are appreciated and well utilized.
6. Team members are able to share ideas and give input into discussion.
7. Team members find team meetings efficient and productive. Teams meet on a regular schedule.
8. Team members know clearly when the team has been successful and share in this success equally.
9. Staff development is provided and is taken advantage of by team members.
10. Feedback is provided to all team members

Ten Tips for Para Educators.

- Facilitate peer relationships
- Let students make mistakes and take risks
- Give as few prompts as possible
- Multitask in the classroom
- Watch your voice and volume
- Help students create authentic work!
- Maintain student dignity
- Ask for help
- Communicate and consult with caregivers
- Let students make choices

FEATURED IDEA OF THE MONTH



t.ly/V2YXZ

How to use your iPad as a Switch Device (and other Accessibility Features)

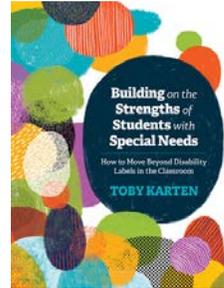
Did you know you could use your iPad as a switch? Or with a switch? All special education teachers need to know how to use their iPads like this! So many different accessibility features!

WEBSITES AND RESOURCES

<http://www.utahparas.org/paralinx.htm>
<https://filefolderfun.com/MiniOfficePrintables>
<https://copingskillsforkids.com/calming-anxiety>



PROFESSIONAL DEVELOPMENT



Building on the Strengths of Students with Special Needs

This webinar will acknowledge a variety of challenges with the appropriate inclusion strategies that look beyond a learner's disability label. Author Toby Karten explains how to successfully involve learners

with and without IEPs in the general education classroom—to the maximum extent appropriate—through positive lenses and increased knowledge. The presenter will also provide useful resources for supervisors, classroom teachers, related staff, families, and learners with and without exceptionalities. (Recorded April 25, 2017) t.ly/Gxq0z



AREA OF EXCEPTIONALITY

Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

Description: Neither ADD nor ADHD is an area of special education. These areas are medically diagnosed and special education services are not automatically provided on the basis of ADD or ADHD. Many of these students qualify under the category of learning disability.

General Characteristics of the Student:

- ✓ The student's ability to attend (pay attention) is disrupted; more specifically, the student has trouble paying attention to important aspects of something or has trouble keeping attention focused over a period of time.
- ✓ The student may show academic, behavior, or social problems due to his or her inability to pay attention.
- ✓ The student may be inattentive (makes careless mistakes, doesn't seem to listen, doesn't follow through, has organizational problems, is easily distracted, is forgetful, often loses things, or dislikes activities requiring sustained effort) impulsive (blurts out answers, has difficulty waiting in lines or waiting turns, or often interrupts others); or hyperactive (fidgets, has trouble staying seated or still, or talks excessively)



WORKING WITH TEACHERS AND OTHER SUPERVISORS

1. Recognize the role of the principal as the building leader.
2. Recognize that your supervising teacher has the ultimate responsibility for instructional planning and classroom management.
3. Follow the directions or plan given to you by your principal and/or your supervising teacher
4. Ask questions whenever you feel the directions are not clear.
5. Understand the distinctions in the roles of paraeducators and teachers.

Utah Students At Risk Online Staff Development Academy

Para-educator/Parent Training Packages

You may download the *PDF* document section by section, by clicking on the links below.

[Toilet Training \(Short Term\)](#)

[Eating and Drinking Skills](#)

[Play Skills](#)

<http://iseesam.com/content/teachall/text/disable/programs/PPTPs.htm>

ParaEducator Tips for Working with Children with Severe Handicaps

1. Prior to supporting the specific goal, it is important to make sure you have their attention. Typically, you'll be using a very direct teaching method.
 2. As much as possible, use grade appropriate materials.
 3. Identify some clear goals/expectations and stick with it, it takes a great deal of time to see success in most cases.
 4. Be consistent and have predictable routines for everything you do.
 5. Make sure that everything is relevant to the child you are working with.
 6. Be sure to track progress carefully which will help you define when the child is ready for the next milestone.
 7. Remember that these children don't often generalize so be sure to teach the skill in a variety of settings.
 8. When the child has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.
- In summary, you are a very important person in this child's life. Be patient, willing and warm at all times.