

# Paraeducator Practices

## Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



January 2016

### 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***

### ELL Strategies for Paraprofessionals

By Michelle Lawrence

Paraprofessionals who work alongside ELLs may do so in a variety of settings with a variety of roles. You may be working alongside the ELL teacher in the ESL classroom or perhaps you aid a content-area teacher who has ELLs in his/her class. You may be multilingual yourself; familiar with the challenges of learning a second language or maybe this is your first encounter with students who speak languages other than English. Whatever the case may be, there are some tips that will help you to succeed in supporting ELLs.

- [First Steps](#)
- [What Does Help Look Like?](#)
- [Interpreting](#)
- [Language Support](#)
- [Tips for Success: The Individual vs. the Group](#)
- [Learn more](#)
- [Video Interviews: Paraprofessionals and ELLs](#)

<http://www.colorincolorado.org/article/ell-strategies-paraprofessionals>



### The moods of the adults in the classroom set the tone.

Be mindful of your mood every single day. It is your responsibility to provide a calm, safe, and happy place for your students. When we walk onto the stage that is our classroom, we need to try our best to set a positive tone with our own moods. When we are happy, our students are happy!

## FEATURED IDEA OF THE MONTH

### What are transition strategies?

Transition strategies are techniques used to support individuals with ASD during changes in or disruptions to activities, settings, or routines. The techniques can be used before a transition occurs, during a transition, and/or after a transition, and can be presented verbally, auditorily, or visually. The strategies attempt to increase predictability for individuals on the autism spectrum and to create positive routines around transitions. They are utilized across settings to support individuals with ASD.

<http://www.iidc.indiana.edu/pages/Transition-Time-Helping-Individuals-on-the-Autism-Spectrum-Move-Successfully-from-One-Activity-to-Another>

## Complexities of Instructional Support

Contributed By Kim Davis

If the paraeducator is not utilized properly or if their role is not fully explained and understood, the relationship between the student and the paraeducator may impede future goals, especially the goals that will facilitate future success of the individual when he becomes an adult.

Ultimately, the job of anyone who supports a person with autism (or any disability) is to help that person achieve as much independence as possible. For some that may be minimal due to how much support they need, but for many others, there is the potential for many independent activities including making friends, getting a job, and succeeding in school.

Some pitfalls that can happen for the student and the paraeducator are:

- The student can become a one on one junkie;
- The student learning to push buttons that can upset the paraeducator;
- There can be burn out for both the student and paraeducator;
- They may become stagnant and dull in their interactions and learning;
- They can develop a dependence on one another; and
- They can deter peer interaction and friendships from blossoming.

<http://www.iidc.indiana.edu/pages/Complexities-of-Instructional-Support>

## WEBSITES AND RESOURCES

<http://www.danceofpartnership.com/becareful.pdf>

<http://www.ctc.ca.gov/educator-prep/para/>

<http://education.jhu.edu/PD/newhorizons/Journals/specialjournal/Harris>



## PROFESSIONAL DEVELOPMENT

### Diagnostic Center, Southern California

1/14/2016 8:30-11:30 A-8 Autism Spectrum Disorder (ASD):  
What Every Paraeducator Should Know

*Presenter:* Scott Gutentag

Delores Burke, (951) 736-5097

[Delores.Burke@cnusd.k12.ca.us](mailto:Delores.Burke@cnusd.k12.ca.us)

1/21/2016 8:30-12:45 M-4 Keeping the Day Sane: Mental  
Health 101 for Paraeducators

*Presenter:* Tim Halphide

Guilla Montes, (951) 490-0375 x 10260

[guilla@rcselpa.org](mailto:guilla@rcselpa.org)

Check your local Diagnostic Center Training Calendar.  
Diagnostic Centers are located in Southern, Central and  
Northern California



## What is an Autism Aide, or Shadow?

When a child with autism or any other special needs has acquired, to some degree, a certain set of skills in the areas of socialization and play, language, attending, group academic skills and maintains appropriate behaviors, this is a good time to start thinking about shadowing.

## What is Shadowing?

So what does shadowing mean? **Shadowing** is defined as the act of sending a student with a disability into a general education program accompanied by an aide. In other words, a therapist/aide who is trained in the basic principles of applied behavior analysis (**What is ABA?**) (reinforcement, prompting, prompt-fading and shaping), also known as a "shadow," will accompany the student to the inclusive setting and be a support to the student in that environment. The shadow will assist the student with the skills that he or she already has and help them gain new ones as well.

It is very important that the aide or shadow with the student has the appropriate skills necessary to be a suitable help for the child. The shadow, or autism aide, must be a person who is committed to helping the student be as independent as possible in the typical setting, because one of the ultimate goals, if not the highest goal of the shadow, is to eventually fade out of the inclusive environment and allow the child to function on their own in the classroom and the school.

<http://www.shapeofbehavior.com/blog/what-is-an-autism-aide-shadow.html>