

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



April 2018

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

Complexities of Instructional Support

Contributed By [Kim Davis](#)

When is a paraeducator necessary? One component of a decision making model created by Murphy and Mueller (2001) consists of a student ability and assistance needs matrix. This focuses on what the student can or cannot do and the extent of assistance he or she needs. The plan looks at the entire day and asks paraeducator to consider the following about each activity:

- What the student can do without assistance;
- What student cannot do and needs an accommodation to complete;
- What the student cannot do and needs assistance with;
- Identify areas to promote social acceptance and how peers will be utilized; and
- Identify areas you will target for independence (identified in IEP).

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



Augmentative Communication: Step by Step

This presentation was designed for parents and paraprofessionals who have or work with children with Autism. Topics such as which type of augmentative system to choose and basic teaching considerations are discussed.

[Augmentative Communication.ppt](#) (right click on link)

<https://www.letstalksls.com/resource-library/autism/augmentative-communication-step-step>



3 Reasons Kids w/ Autism Have Meltdowns | Autism



<https://www.youtube.com/watch?v=xHRoG-d4fwg>

FEATURED IDEA OF THE MONTH



Word Balloons: Archie Comics story aims to teach inclusion, kindness

A page from the "Kindness Works" story featuring Scarlett, a new student at Riverdale on the autism spectrum.

<https://goo.gl/CjJUBe>

WEBSITES AND RESOURCES

<http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=5302&context=dissertations>
<https://goo.gl/5UFZ5T>
<https://goo.gl/D4cLVP>

PROFESSIONAL DEVELOPMENT

Preparing Paraeducators to Assist Students with Autism



Paraeducator Training Resources
The Gold Standard in Training

The Autism Spectrum Disorders Academy

<https://www.slideshare.net/nrcpara/preparing-paraeducators-to-assist-students-with-autism-1376720>

Helping autistic pupils cope with unstructured times

Less structured parts of the school day can be difficult for autistic children and young people to cope with. This may be for a number of reasons such as difficulty with **communication**, **social skills** and differing **sensory** needs. Here, we look at how teachers and other school staff can help them during **break and lunchtimes**.

Break and lunch time

In contrast to their peers, children and young people on the **autism spectrum** may not enjoy break and lunch times. This could be because they:

- find the lack the structure and **routine** that they need difficult
- are daunted by noisy, busy and unpredictable **environments**, such as the dining hall
- can lack the fast processing of conversation and social interaction skills that are needed
- may be fearful of **bullying**, including social isolation.

Here are some ways you can help:

- Organise structured lunchtime clubs, focusing on shared interests.
- Provide **social learning**.
- Try using **social stories or comic strip conversations** if a pupil is concerned about a particular situation.
- Ensure that there is good supervision by staff that have had **understanding autism** training.
- Teach **autism awareness** and acceptance amongst peers.
- Have a zero tolerance 'no bullying' policy and ensure that all staff are aware of procedures.
- Use a buddy system or have a buddy bench in the playground.

<https://goo.gl/uzkhqt>



autismCLASSROOM | The Place Where Parents & Teachers Learn

Ideas for Encouraging Communication and Social Behavior In Children with Autism

- Mand-Model Technique
- Incidental Teaching Technique
- Time Delay Technique
- Make Items Inaccessible
- Functional Communication Training
- Modified Interrupted Behavior Chain
- Provide Structured Routines
- Visually Clarify Expectations, Routines and Tasks
- Structure Play Activities
- Provide Non-Linguistic Contingent Responses to Your Child's Behaviors
- Provide Linguistic Contingent Responses to the Child's Behavior

<http://www.autismclassroom.com/strategies/for-parents/communication>

Autism spectrum disorders

A resource pack for school staff <https://goo.gl/t9tuav>

Teacher and TA Behaviour Prompts - with Widgit Symbols <https://goo.gl/4vs4TS>