

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



May 2017

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

Special Needs Life Quality Coaching

What is a Certified Special Needs Life Quality Coach?

As part of its mission to change the way the world views individuals with autism and other developmental disabilities, the Training, Education, Research, & Innovation (TERI, Inc.) is offering the industry's first specialization coursework designed to train professionals and other interested individuals to work as Special Needs Life Quality Coaches. Special Needs Life Quality Coaches work with families to ensure that they, and their children or adults with special needs, have access to the support, encouragement, resources and knowledge to lead happy fulfilling lives. Coaches work with families and individuals to determine what they need in order to meet personal goals, and they establish and monitor action plans to help them reach these goals. Coaches are NOT counselors; they are an extension of the family devoted to improving quality of life.

<https://www.teriinc.org/lifecoachingcourse/>

Inclusion Strategies For Students With Autism Spectrum Disorders

BY SUSAN FLYNN

Paraprofessional support

The paraprofessional is vital for the student's success in the general education classroom. Often, the paraprofessional is the school staff member who best knows the student with ASD. However, he or she should not be expected to have the same amount of responsibility as the teacher. The paraprofessional can work with the student in a one-to-one format if feasible, in small-group instruction, and in large-group instruction. He or she should follow and implement all academic modifications made by the teacher, and should promote the daily social interactions of the student with ASD and classmates. Even more importantly, the paraprofessional should be very familiar with the student's behavior plan and implement it consistently; otherwise, the plan will not work. Finally, the paraprofessional (and the teacher) should refrain from using negatives ("No," "Stop that") and instead tell the student directly what he or she wants the student to do. This will ensure that the student is learning the expected behavior.

<http://www.learnnc.org/lp/editions/every-learner/6692>



Silence

Many students process information and language slowly, so it is critical to avoid rushing responses when giving directions or asking

questions. Monitor and adjust "wait time" to the specific needs of each student. Using the silence of wait time conveys confidence and support and is more likely to result in accurate answers and responses.

EDUCATIONAL EQUITY FOR ALL
Giving kids what they need to succeed.

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<http://www.educationaequity4all.com/>

FEATURED IDEA OF THE MONTH

How Are Goldilocks and Para-Educator Support Alike?

The Art of Advocacy
LIVE with Charmaine Thaner

Thursday, February 9, 2017
7:00 pm Mtn. Time

How To Tell What The Right Amount of Para Support Is

Go to www.facebook.com/VisionsandVoicesTogether
<https://www.youtube.com/watch?v=hamzVycN0Cw>



How Inclusion Can Benefit Special Needs Children Socially

Children Learn By Example

By being in a classroom with children that don't have behavioral issues, some individuals with special needs may be able to develop better social skills through example. When children who have learning problems are included, students without disabilities tend to perform better academically. For example, a teacher is more inclined to break instruction into finer parts or repeat directions if he or she has a student in the room who is deaf, blind or has a developmental disability.

<http://thesocialexpress.com/how-inclusion-can-benefit-special-needs-children-socially/>



#SettingLimits: Sample Situations

TRY SETTING POSITIVE LIMITS AND YOU'LL SEE THE EFFECTS OF OFFERING CHOICES RATHER THAN ULTIMATUMS.

A PERSON REFUSES TO:	NEGATIVE LIMIT:	POSITIVE LIMIT:
Do classwork.	If you don't finish your work, you won't have any free time.	After your work is done, you'll have five minutes of free time.
Put phone away.	If you don't put your phone away, you'll go to the office.	Would you like to put your phone away or go to the office?
Stop yelling.	If you don't stop yelling, you'll have to leave.	When you stop yelling, we can find a solution to what's bothering you.

More on how to set limits effectively: crisisprevention.com/settinglimits



Students need to know what they're allowed and not allowed to do. They need to have predictable limits to help them make sense of their world, help them feel secure, and provide them with guidance for acceptable behavior. <https://goo.gl/76CBh2>

WEBSITES AND RESOURCES

<https://goo.gl/ok363l>
<http://www.jobhero.com/paraeducator-cover-letter/>
<https://goo.gl/2y8C8Z>



PROFESSIONAL DEVELOPMENT

ca|be PROFESSIONAL DEVELOPMENT FOR PARENTS AND PARA-EDUCATORS OF K-12TH GRADE ENGLISH LEARNERS 2016-2017 SCHOOL YEAR

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CABE Riverside Parent & Para-Educator Conference May 17, 2017

We invite you to join us at this conference and experience high quality professional development for **PARA-EDUCATORS** (Classified staff, instructional assistants, parent liaisons, playground proctors, etc.) and an opportunity for **PARENTS** to gain vital information and develop leadership skills. CABE believes that professional development is an ongoing process and is most effective when grounded in a sound theoretical and philosophical base and responds to the background, experiences, and the current context of our attendees.

<https://cabe.k12oms.org/eventdetail.php?gid=1524&id=118830>

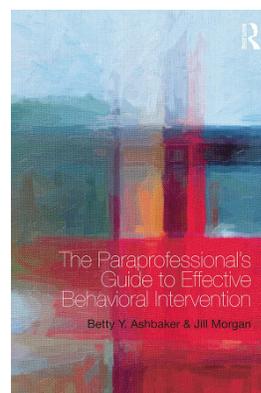


Strategies for Promoting Independence for Students Who Have a 1:1 Paraeducator in General Education

If we are not deliberate with how we support students in special education, in trying to help them we unknowingly could be hurting their future. For students who spend most of their day in the general education classroom with a 1:1 paraeducator, there can be a large tendency to provide too much support. **When a 1:1 paraeducator is at their best, they may look like they are doing nothing at all**, but very discretely they are supporting their student in the least intrusive manner. Here are five research based strategies that paraeducators can use in such a way to promote independence for their student.

- Task Analyze it!
- Use Visuals!
- Watch Your Prompts!
- Use Peers!
- Promote Self-Management!

<https://goo.gl/8gNxJL>



The Paraprofessional's Guide to Effective Behavioral Intervention
Betty Y. Ashbaker & Jill Morgan
The Paraprofessional's Guide to Effective Behavioral Intervention is a comprehensive guide to appropriate behavioral strategies in the classroom, based on the Least Restrictive Behavioral Intervention (LRBI) and Positive Behavioral Intervention Strategies (PBIS).