

Paraeducator Practices

Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



April 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



California School Employees Association

California Paraeducator Conference

April 12-14, 2016

Ontario Convention Center

Registration Fee

\$109 per person (includes all class instruction, materials and two continental breakfasts). **The pre-registration deadline is April 1, 2016.** If you miss this deadline you must register on-site and is subject to space availability.

twinkl

Teaching Assistant Sensory Needs Resource Pack



<http://www.twinkl.co.uk/resource/t-c-1182-teaching-assistant-sensory-need-resource-pack>

<http://www.twinkl.co.uk/resources/teaching-assistants>

Teaching Assistant Sensory Needs Resource Pack - This Teaching Assistant Sensory Needs Resource Pack is specifically for Teaching and Support Assistants who work with children who have sensory needs. Contains sensory activity cards, sensory stories and more.

What Qualities Make a Good Special Education Assistant?

The qualities identified with top workers in the field of special education often mimic those exhibited by parents: patience, compassion, consistency, acceptance and an passion to see their children do well. Assistants need these qualities and more, as they will be called upon to advocate for their students. The assistants also might need to communicate with teachers, administrators and parents.

<http://education.seattlepi.com/qualities-make-good-special-education-assistant-1282.html>

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

Tana Donaghy, President, Educational Equity For All
Misstanad@educationequityforall.org; 909-964-5057
<http://www.educationequity4all.com/>

FEATURED IDEA OF THE MONTH

Ways to Help Identify the Function of a Behavior-Functions Indicators

Some people label more than 4 functions or reasons for behaviors. We will highlight 4 of the most common. Individuals engage in a behavior because they usually find one of the following items reinforcing:

- Escape/Avoidance of a Situation
- Gaining Attention
- Gaining a Tangible Item
- Sensory Input

These are some indicators that are typically evidence of one function or another. This list is not limited to these items only, because students are individuals. Sometimes a student's behavior can have more than one function.

Strategies to Respond to Each Function Behavior Intervention Ideas

<http://www.autismclassroom.com/index.php/merchandise/materials/79-autism-strategies/167-strategies-to-respond-to-each-function-behavior-intervention-ideas>

Tips for Working with Autistic Children

By Cheryl Cirelli

When considering ways to [work with autistic children](#), keep in mind that every child is different. However, there are basic techniques that can suit almost any situation and severity of autism and will make working with the child a bit easier.

Basic Learning Tips

1. **Think and teach visually.** Many autistic kids are [visual thinkers and learners](#), and using pictures and other visual aids during teaching is helpful.
2. **Use an area of interest**, a fixation, or a special talent to connect with the child, improve academic skills, and increase attention.
3. **Be aware of environmental distractions**, such as bright lights and loud sounds, which may interfere with learning or comfort.
4. **Utilize technology**, such as television, CDs, and computers. Because autistic children usually respond better to visual cues than verbal or written instructions, software programs such as [Mayer-Johnson's Boardmaker](#) may be beneficial.
5. **Avoid figurative language**, and make your expectations simple and clear. Use only concrete terms, and reinforce those ideas with pictures or modeling.
6. **Generalizations**. may need to take place at a variety of locations.

http://autism.lovetoknow.com/Tips_for_Working_with_Autistic_Children

WEBSITES AND RESOURCES

<http://www.edweek.org/ew/articles/2015/10/07/training-gains-a-toehold-for-instructional-aides.html>

<https://www.youtube.com/watch?v=riS53sCbLfo>

<http://educationnext.org/autismandtheinclusionmandate/>



PROFESSIONAL DEVELOPMENT

A-8 Autism Spectrum Disorder (ASD): What Every Paraeducator Should Know

4/14/2016 8:30-11:30

Delores Burke (951) 736-5097

Delores.Burke@cnusd.k12.ca.us

Alternative Assessment for Students with Complex Communication Needs

4/14/2016 12:00 PM - 03:00 PM San Juan Unified SELPA

Laura Davis ladavis@sanjuan.edu



WELCOME TO THE CLASSROOM:

An Information and Communication Guide for Teachers and One-to-One Paraprofessionals

By Wendy Wallitt

This guide is written for you if you are a one-to-one aide or teaching assistant working with a special education student in a mainstream elementary classroom; or, if you are an elementary classroom teacher or special education teacher, working on a team with a one-to-one paraprofessional.

Portions of the guide will be useful, as well, to other paraprofessionals and to staff working at the pre-kindergarten through secondary levels.

Table of Contents

WELCOME TO THE CLASSROOM:

-[Section I. PROMOTING TEAMWORK](#)

-INGREDIENTS FOR SUCCESSFUL COLLABORATION

-ROLES AND RESPONSIBILITIES

-KEEPING COMMUNICATION FLOWING

-MEETINGS: The Who? When? Why? And How?

-[Section II. TEACHERS' CHECKLIST FOR ORIENTING ONE-TO-ONE PARAPROFESSIONALS](#)

-Orientation Part A. SCHOOL TOUR AND PROCEDURES

-Orientation Part B. GETTING TO KNOW THE ASSIGNED STUDENT WITH DISABILITIES

-Orientation Part C. CLASSROOM ORIENTATION AND TOUR

[SECTION III. INTRODUCTION TO DISABILITIES](#)

HELPING STUDENTS WITH DISABILITIES SUCCEED

-THE RIGHT TO AN EDUCATION

[Section IV. THE ABC's OF WORKING IN A REGULAR CLASSROOM:](#)

-BIBLIOGRAPHY

-Appendix I. RECOMMENDED RESOURCES

-Appendix VI SUBSTITUTE PLAN

<https://paraprofessionalsguide.wikispaces.com/>