

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



June 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

Tips for Success as a Paraeducator

- Encourage students to make friendships in the classroom so they feel empowered and learn to be more independent.
 - Position yourself so that the teacher communicates directly with the student, enabling them to develop a rapport.
 - Encourage other students to interact with students with special needs.
 - Ensure that students own their behavior by using strategies and language that takes the responsibility off you and keeps it where it belongs – on the child.
 - Ask questions. It is helpful to the teacher and to other students in class.
 - Feel free to offer suggestions. At times, you may want to offer them to the teacher privately; however, offering suggestions appropriately in the classroom is a wonderful advantage to the class as a whole.
 - Get help when you need it. Everyone needs help at times.
- Encourage students to do anything and everything they can and should do for themselves. If we fall into the trap of doing too much for the child, we encourage learned helplessness.
 - Be flexible.
 - Consider yourself a helper to all students in the classroom. This benefits the teacher, reduces stigma on the student with special needs, and supports all students in the room.
 - Move around the room. At times, it will be necessary and critical to be near your assigned student(s). However, it is just as critical for student(s) to be on their own in order to develop independence.
 - Try to remember that no matter what the cognitive age of the child, it is important to treat him or her socially in accordance with his or her chronological age. The more we expect, the more they will deliver, within reason.
 - Expect and encourage age-appropriate social behavior.
 - Feel comfortable explaining any child's disability to other children in terms they will understand as appropriate in the classroom. Consult confidentiality laws to determine appropriateness. Identify and rally your strengths. You have expertise that benefits the child and the teacher in the classroom. Use it.
 - Ask yourself, "How would I feel if I had an adult right next to me all day long?" Have the courage to give students personal space to interact with the classroom teacher, other students, and to work independently.
 - When you must make quick, on-the-spot decisions or adaptations while providing instructions, it is critical to discuss these decisions with the general and/or special education teacher as soon as possible so they can provide necessary feedback.

<http://susanfitzell.com/tips-for-success-as-a-paraeducator/>

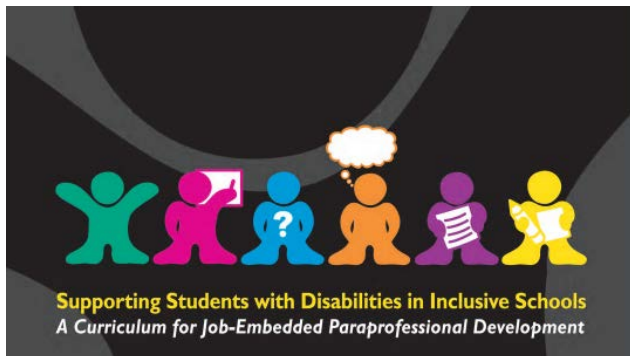
FEATURED IDEA OF THE MONTH

Paraeducator Perspectives: Factors that Help or Hinder their Effectiveness

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<https://goo.gl/5ps3ED>

Paraeducator Perspectives: Factors that Help or Hinder their Effectiveness



A curriculum supporting special educators in their role of teaching paraprofessionals to work with students with disabilities, focusing on increasing paraprofessional knowledge and skills for providing direct instructional and social support to students.

https://ici.umn.edu/index.php?products/view_part/13/



10 Behavior Management Strategies for Educational Assistants & Paraprofessionals

1. Active listening
2. Set clear limits
3. Sidestep power struggles
4. Meet their physical and emotional needs
5. Daily physical activity
6. Mindfulness and breathing exercises
7. Catch them being good
8. Model prosocial skills
9. Offer choices instead of giving orders
10. Alter the volume and cadence of your voice

<https://www.crisisprevention.com/Blog/June-2016/paraprofessionals>

WEBSITES AND RESOURCES

http://www.redorbit.com/news/education/797249/yes_i_can_empower_ring_paraprofessionals_to_teach_learning_strategies/
<http://autismeducators.com/autism-classroom-paraprofessional-understanding-your-role-guide>



PROFESSIONAL DEVELOPMENT



CEC Paraeducator

Professional Development Standards

To ensure that paraeducators have the required skills for their expanded roles, CEC, in collaboration with the National Resource Center for Paraeducators, developed and validated the [Specialty Set of Knowledge and Skills for Paraeducators in Special Education](#), the essential knowledge and skills that paraeducators serving individuals with exceptionalities should possess. CEC also validated an additional [set of knowledge and skills for paraeducators interveners who serve individuals with deafblindness](#).

In 2015, CEC aligned the paraeducator specialty sets into the same seven standard areas as used in the initial and advanced preparation standards for special education professionals, creating the Paraeducator Common Core Guidelines (PCCG).

[Specialty Set: Special Education Paraeducator](#)
[Specialty Set: Special Education Paraeducator Intervener for Individuals With Deafblindness \(PDBI\)](#)

<https://www.cec.sped.org/Standards/Paraeducator-Preparation-Guidelines>



SPECIAL EDUCATION Level of Support Tracker for PARAPROFessionals

This form is for the paraprofessional to fill out when working with student to help give the special education teacher a good idea of how much support is required for specific tasks. <https://goo.gl/GRUjXh>

\$1.25

Digital Download