

# Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



April 2020

### 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**

### The Literacy Nest



### Multisensory Teaching Strategies For Classroom Teachers PART ONE

<https://www.theliteracynest.com/2018/06/multisensory-teaching-strategies-in-the-classroom-part-one.html>

### 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>

### Sensory Walk in Small Space

<https://youtu.be/C7IoXiONxVY>



## FEATURED IDEA OF THE MONTH



## PARASHARP SERIES TRAINING TOPICS

- Personal and Professional Boundaries
- Understanding and Managing Behavior
- Managing a Crisis
- Helping Students Build Skills
- Thinking and Acting Proactively
- Diversity and Inclusive Practices

<https://www.321insight.com/parasharp/>

## WEBSITES AND RESOURCES

[t.ly/DRBzA](http://t.ly/DRBzA)

<https://www.littlemisskimsclass.com/2013/09/tips-for-creating-sensory-room-on-budget.html>

<https://autismclassroomresources.com/podcasts/behavior-management-systems/>

## PROFESSIONAL DEVELOPMENT



## Paraeducator Training Module: Practical Behavior Support Strategies

<https://www.crporegon.org/domain/102>

## Sensory Integration Strategies and Tips



"SOME CHILDREN MAY NEED A BEHAVIORAL APPROACH, WHEREAS OTHER CHILDREN MAY NEED A SENSORY APPROACH." - TEMPLE GRANDIN

The Vestibular System has a huge impact on sensory processing. Any type of movement will stimulate the [vestibular](#) receptors but spinning, swinging, and hanging upside down provides the most intense, longest lasting input.

Swinging is an easy way to [exercise the vestibular system](#), but be careful: if one swings for too long, swinging can switch from being calming to being over stimulating. Watch carefully for a child's reactions to discern how long is the right time for that child.

<https://mosswoodconnections.com/activity/sensory-integration-strategies-and-tips/>

## How to Support Students with Autism Spectrum Disorder: Tips for Meeting Autistic Students' Educational Needs

Autism spectrum disorder (ASD) is a developmental disability that affects how people respond to their environment behaviorally, socially and communicatively. Since there is a wide variety of ways this disorder manifests itself, people on different parts of that spectrum have different strengths and weaknesses. No matter where a child falls on the spectrum, however, parents must work with schools to ensure students receive the education they deserve — and with an estimated 1 in 59 children diagnosed as autistic, according to the Centers for Disease Control and Prevention, many families need support.

<https://www.accreditedschoolsonline.org/resources/support-students-with-autism/>

## When Hovering Isn't Helping: Give Students Some Space to Grow

What is "hovering?" It's a term used to describe an assignment in which a paraprofessional spends most, if not all, of his or her day working with a single student. The trouble is, such close attention can hinder a student's overall development, as the student becomes too dependent, doesn't branch out and explore, and doesn't develop a sense of self.

Well, the solution is easy, right? Just reduce the amount of time you spend with the student, right? Hold on – it's not always so easy. Paraprofessionals are usually monitoring a student closely because of specific issues. Perhaps a student can't be safely left alone for more than a few minutes. In some cases, the student's IEP dictates that someone must be present at all times. However, research over the past decade and a half has shown that the disadvantages of hovering can be pretty profound:

- The student may be less likely to form a friendship with other students because of the presence of the hovering adult.
- The student is overly dependent on the paraprofessional and needs constant guidance to complete tasks.
- In some cases, the paraprofessional is providing the bulk of instruction to the student ([Vieira](#), p. 10) rather than the general education teacher.
- The student's relationship with the teacher may diminish. ([Harrison, Schulz & Evans](#), Chapter 9) This can cause a whole new round of behavioral issues to address.

<https://susanfitzell.com/when-hovering-isnt-helping-give-students-some-space-to-grow/>