

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



December 2015

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***



Para Institute 2013: TRANSITION Happy Hour

SOFT SKILLS INSTRUCTION: The Paraprofessional's Role in Student Success Beyond the Classroom

Kathi Mills
Transition Coordinator
Midway R-1



<https://prezi.com/gflvshn-xuq7/soft-skills-instruction-the-paraprofessionals-role-in-student-success-beyond-the-classroom/>



The 1:1 Assistant's Guidebook: Practical Ideas for Learning Support Aides Working with Students with Autism Paperback
by **S.B. Linton**



Auditory System: Sensory Processing Explained
http://lemonlimeadventures.com/auditory-system-sensory-processing-explained/#_a5y_p=1807583



Auditory Cheat Sheet



© Lemon Lime Adventures

Auditory Avoiding Behaviors

- * Cries, screams, or becomes angry at sudden noises
- * Has strong emotions when noise volume increases
- * Covers ears or hides in social situations
- * Avoids everyday noises such as toilet flushing or water flowing
- * Bothered by high pitched noises such as whistles, chalk, and violins
- * Distressed by metallic sounds such as silverware clinking or noises from a xylophone

Auditory Seeking Behaviors

- * Prefers loud music
- * Seems to always use an "outside voice"
- * Puts musical instruments right next to the ears
- * Makes loud noises in quiet settings
- * Enjoys loud noises
- * Craves common noises such as an air conditioner, a fan, or water running
- * Seems to be calmed by noises or certain music

Auditory Activities & Tools

- * Play Matching Sound Games
- * Connect Movement with Sounds
- * Rhymes and Chants
- * Headphones
- * Calming Music
- * Quiet room or space to retreat
- * Sounds machines
- * Musical Instruments
- * Pre-recorded books
- * Earplugs

*All information is merely a suggestion and should be used as a resource. Please consult with a certified OT before starting any sensory diet.

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

Tana Donaghy, President, Educational Equity For All
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FEATURED IDEA OF THE MONTH



gwenny penny

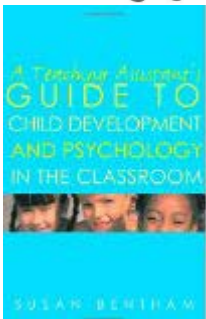
PENCIL POUCH

<http://www.gwennypenny.com/2011/08/pencil-pouch-tutorial.html>

The 10 Qualities of a Great Paraprofessional

1. Likes kids – unconditionally
2. Calm
3. Organized
4. Team player
5. Creative
6. Knowledgeable
7. Intellectually curious
8. Knows when to back off
9. Knows when to step in
10. Positive attitude

<http://www.friendshipcircle.org/blog/2013/12/02/the-10-qualities-of-a-great-paraprofessional/>



A Teaching Assistant's Guide to Child Development and Psychology in the Classroom: Second edition

by [Susan Bentham](#)

Make the
difference
of a lifetime.
Teach.



Paraeducator (Brochure)

<http://www.teachcalifornia.org/Home/ViewItem/965>

WEBSITES AND RESOURCES

<http://cecp.air.org/training.pdf>

http://www.taese.org/cms/images/utahstate_media/documents/teaming.pdf

<https://nfb.org/images/nfb/publications/fr/fr7/frsp0211.htm>

PROFESSIONAL DEVELOPMENT

The Paraeducator and Teacher Team: Strategies for Success

This training program is designed to provide administrators, teachers, and paraeducators with knowledge of strategies for improved communication and team building.

<http://paraprofessional-crec.wikispaces.com/file/view/The+paraeducator+and+teacher+team.pdf>

HOW CAN I HELP THIS CHILD COMMUNICATE?

Communication difficulties are one of the ways autism is diagnosed. Whether a child cannot talk, has trouble talking, or can talk well, all children with autism need to work on communicating better.



If a child is nonverbal (cannot talk) or has only some verbal skills, they will use a communication system. Imagine how frustrating it would be to not be able to communicate your wants and needs! A communication system helps get rid of that frustration.

Some common communication systems are PECS (picture exchange communication system). PECS uses small pictures as a way of talking. Some children with autism may use a device to communicate such as an iPad or Dynavox. The communication system needs to be used all the time. It should be on the desk and next to the child at all times. Never take away the communication system. That would be the same as taping someone's mouth shut. The system is their voice.



Even if a child can talk, sometimes visuals are still helpful. Some things are difficult to talk about such as emotions, answering complex questions, or making inferences. Practicing these skills or using visuals is a great way to improve communication.

Practice conversation skills with children who can talk. Practice asking and answering questions, commenting, staying on topic, asking follow up questions, joining a conversation, and talking about topics that are not of interest to the child. Make sure to use simple language and give the child a chance to respond. Sometimes it's helpful to count to 3 in your head before responding.

www.theautismhelper.com

Technical Assistance for Parents and California Community Advisory Committees

Quick Helps: One-to-one aide

<http://cactechassistance.tripod.com/id19.html>