

Paraeducator Practices

Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



January 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*

New Law Regarding the Use of Restraint and Seclusion for Students in California

Education Code Section 49005.1 provides a series of definitions pertinent to the law's implementation. Subsection (a) says "'Behavioral restraint' means 'mechanical restraint' or 'physical restraint,' as defined in this section, used as an intervention when a pupil presents an immediate danger to self or to others." Subsection (d)(1) defines mechanical restraint as "the use of a device or equipment to restrict a pupil's freedom of movement." Physical restraint is defined as "a personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely" (Education Code Section 49005.1[f][1]). Prone restraint "means the application of a behavioral restraint on a pupil in a facedown position" (Education Code Section 49005.1[g]). Seclusion is defined as "the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving (Education Code Section 49005.1[i]).

The new law says that a pupil "has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff" (Education Code Section 49005.2). Seclusion or a behavioral restraint may be used "only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive" (Education Code Section 49005.4). <https://www.cde.ca.gov/nr/el/le/yr18ltr1224.asp>



When sensory needs are addressed in the classroom, then the student is more able to focus and learn.

<https://funandfunction.com/blog/solutions-for-7-types-of-sensory-needs>

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

Tana Donaghy, President, Educational Equity For All
Missstanad@educationaequityforall.org; 909-964-5057
<http://www.educationalequity4all.com/>

FEATURED IDEA OF THE MONTH



Paraeducators often support students that demonstrate the most challenging behaviors, yet they frequently receive little to no training in best-practices for behavior or guidance in clarifying professional roles and boundaries. Through the 321insight series, ParaSharp, paraeducators can learn and apply new skills in just a few minutes.

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

How sensory overload might feel for an autistic person
Watch a short film which shows you what it could feel like to experience sensory overload.

Warning: this film contains flashing lights, bright colours and loud, sudden noises.



Sensory sensitivities

Here we look at some of the effects of hypersensitivity or hyposensitivity to [sights](#), [sounds](#), [smells](#), [tastes](#), [touch](#), [balance](#) and [body awareness](#), and ways you could help.

<https://www.autism.org.uk/about/behaviour/sensory-world.aspx>

The Sensory Systems

Sensory System	Definition
Vestibular	Movement system: senses balance, responds to gravity to provide information about movement
Proprioceptive	Muscle and joint system: senses body position, location, and force of movement of muscles and joints
Tactile	Touch system: the skin, the largest sensory organ
Visual	Seeing system: the dominant sensory system
Auditory*	Hearing system
Gustatory	Tasting system
Olfactory	Smelling system

Source: STAR Center Foundation (2016)
* An ASHA technical report on the evidence on auditory integration training (AIT), on a.s.h.a.org/AIT-ASHA found that "the method has not met scientific standards for efficacy and safety that would justify its inclusion as a mainstream treatment" for a variety of communication, behavioral, emotional and learning disorders.

WEBSITES AND RESOURCES

<https://www.iidc.indiana.edu/pages/sensory-integration-tips-to-consider>
t.ly/2G6md
t.ly/OBy1e

PROFESSIONAL DEVELOPMENT



Sensory Processing Disorder Training Courses

<https://www.griffinot.com/sensory-processing-disorder-training/>

Build Rapport: Compassion and Patience

Students with special needs need to know you won't give up on them, even if they may have already given up on themselves.

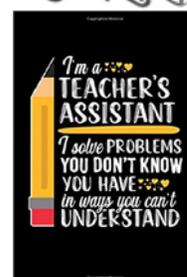
5 Actions that Build Rapport

- Acknowledge frustrations and struggles; let the student be heard and validated
- Model asking for and offering forgiveness
- Start each day with a fresh slate
- Use humor in appropriate ways to build a culture of fun that does not belittle anyone
- Look for other adults who have built good rapport with the student and ask for their input

5 Actions that Break Rapport

- Give up, or believe this student will never change
- Publicly humiliate a student (from his/her perception)
- Demand quicker progress when the student is already trying his/her hardest
- Don't acknowledge student growth
- Be inflexible

t.ly/bD3KA



I'm a Teacher's Assistant. I solve Problems you didn't know you have in ways you can't understand: Cute Lined Notebook Paperback – November 19, 2019 by School Spine Notebooks