

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



June 2018

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

See how many you can do. Have a great summer break!

summer Break Bingo

B	I	N	G	O
Lose track of the date	Search the Dollar Spot at Target for baskets, etc.	Wear PJ's all day	Binge watch favorite shows	Hours on Pinterest
Ice cream guilt	Have a midweek drink or two	Makeover something for the classroom	Excuses for not working out	Sleeping in late
Think about next year	Netflix becomes a verb	FREE	Lose track of the time of day	School supplies sale snaps you back into reality
Facebook spam your vacation pictures	Re-work at least one thing for next year in your mind	Get some kind of PD in	Read for fun	Instagram at least one picture of your feet by the pool/ocean
Surprised at how quickly it passes	Swimming pool may count as a bath	Shop for first day of school outfit	Anxiously await the TpT Back to School Sale	End of the summer - excited about going back

www.the-teacher-next-door.com

Parents' and Teachers' Guide to Getting Started with AAC

Teach a child to use AAC devices and systems in the same way you would teach them to speak.

Get Everyone Familiar with the Child's AAC Device

How Typically-Developing Children Learn to Talk:
Typically-developing children learn to talk by being around adults and older children who have a good mastery of their language. These adults and communication partners are familiar with their language and know how to use it. In other words, they are comfortable speaking and talking to the child.

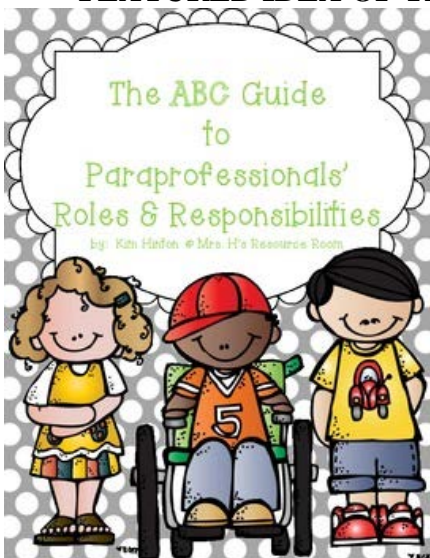
How Children with AAC Learn to "Talk": Each child should have gone through some sort of therapy or evaluation to determine what means of communication is best for him and his family. Regardless of what method that was chosen (sign language, picture communication, picture board, speech output device), the adults who are going to be communicating with the child need to be comfortable with it. Just as a family that speaks only Chinese would have a hard time teaching their children English, the child you're working with will have a hard time learning to use his AAC device if you don't know how to use it either.

Take some time to get familiar with the AAC device or system. If it is sign language, take time to learn as many signs as you can.

Spend some time getting used to the format of communication. There are videos to show you how to use and program communication devices.

<https://goo.gl/GF6hxm>

FEATURED IDEA OF THE MONTH



Teachers Pay Teachers

\$5.00
Digital Download

<https://goo.gl/mmqpqd>

WEBSITES AND RESOURCES

<https://www.speechandlanguagekids.com/free-materials/>

<https://goo.gl/u2WnDN>

<https://www.autismclassroomresources.com/functional-life-skills-myths/>



PROFESSIONAL DEVELOPMENT

Effective Strategies for Paraprofessionals Working with Students with Autism



Wednesday, June 27, 2018 @ 4:00 pm - 5:00 pm EDT
Presented by Nina Finkler, M.Ed., LDT/C, BCBA,

<https://home.edweb.net/webinar/autism20180627/>

How to teach any child to read EASILY and FAST!
AMAZING



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



Autism Sensitivity Training Handout

What You See:	Is Not:	It Could be:
<ul style="list-style-type: none"> Disorganization Forgetfulness Wandering 	<ul style="list-style-type: none"> Laziness Lack of motivation Manipulation Trying to get out of work Noncompliance 	<ul style="list-style-type: none"> Lack of understanding of expectations Reactions to stress or new situations Trying to regulate sensory system Increased anxiety
<ul style="list-style-type: none"> Resistance to change Preference for sameness / routine Repetitive actions Upset by changes 	<ul style="list-style-type: none"> Subtleness / Oppositional defiance Unresponsive Obsessive Compulsive Disorder Rigidity 	<ul style="list-style-type: none"> Trying to maintain predictability and order Unclear how to meet expectations Lack of different perspectives
<ul style="list-style-type: none"> Impulsivity Disruptive Doesn't follow directions 	<ul style="list-style-type: none"> Selfishness Noncompliance Shouting out Attention seeking 	<ul style="list-style-type: none"> Delays in processing Difficulty understanding concepts
<ul style="list-style-type: none"> Lack of eye contact Averse sounds / lights Smells things Touches / spins things 	<ul style="list-style-type: none"> Misbehaving Inappropriate social behaviors 	<ul style="list-style-type: none"> Sensory issues Extreme sensitivity to touch, smell, and sight Body / sensory signals are not processed in a normal way

Created by [Speech and Language Kids](http://www.speechandlanguagekids.com)

FREE
Digital Download

<https://goo.gl/CmbkJM>

AVOIDING OVER-USE OF PARAEDUCATOR SUPPORT FOR INDIVIDUAL STUDENTS

Teachers, parents, and paraeducators should discuss these possible effects and ways to reduce or eliminate them as a part of their discussions in preparation for the annual IEP meeting. Here are some suggestions to consider:

- Ask teachers to reconsider other options before recommending a full-time assignment to one student or excessive proximity to a paraeducator.
- When providing support, paraeducators should offer support to other students in the general education classroom as appropriate and in consultation with the general education teacher.
- Paraeducators should avoid placing a chair next to the student unless absolutely necessary to provide the level of support needed.
- Try to make your support appear to be seamless. In other words, create an understanding, when appropriate, that you are in the classroom for any student that may need a little extra assistance.
- Recognize that one of the most important adult roles is to facilitate the creation of positive relationships between the student with disabilities and his or her peers. Redirect conversation from the peers away from you and toward the special needs student.
- Encourage small group work in which the student or students with disabilities can be a member along with his typical peers.
- Find simple ways to connect the students by common interests, hobbies, and school social events.
- Remember to fade the support you provide whenever possible. The goal is to support students with disabilities and their independence and interdependence in the school and in the community.

<https://goo.gl/MuCzKi>