

Paraeducator Practices

Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



September 2019

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



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.

CEC expects that agencies will ensure that all paraeducators working with individuals with exceptionalities have, at a minimum, mastered the knowledge and skills delineated in the PCCG through ongoing, effective, preservice and continuing education with professional educators and training that is specifically targeted for paraeducators.

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

[Specialty Set: Special Education Paraeducator](#)

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



Paraprofessional & School Related Personnel: Free Resources

Share My Lesson's curated collection for paraprofessional and school support staff is full of useful resources for you to meet any challenges that arise this year. You'll find new ideas and professional development webinars on managing student behavior, preventing bullying, and staying safe and healthy on the job.

In This Collection:

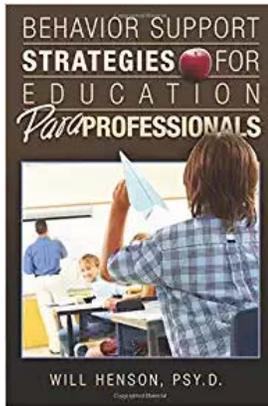
- Managing Student Behavior
- Understanding and Stopping Bullying
- Staying Safe and Healthy on the Job
- Students with Special Needs
- Healthy School Climate Professional Development
- Nutrition & Hunger
- Webinars

<https://t.ly/kMqYY>

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.educationaequity4all.com/>

FEATURED IDEA OF THE MONTH



Behavior Support Strategies for Education Paraprofessionals by Henson Psy.D., Will

This book is designed to teach paraprofessionals important concepts and best practices for handling behaviors.



Information for Paraprofessionals School Community Tool Kit

As independence is always the ultimate goal, a successful paraprofessional will maintain the mindset of trying to work himself out of a job; otherwise, there is the risk of developing the 'Velcro aide' syndrome (overly attached) and creating a prompt and personnel-dependent student. Remember to strive towards raising expectations and promoting independence in the student at whatever level he is capable of handling.

Strategies:

- Be calm, positive. Model appropriate behavior for the student with autism as well as other students by greeting him by name, saying goodbye, etc.
- Be proactive about learning about the student.
- Ask questions, request to take part in meetings and trainings, familiarize yourself with his IEP document and know the strategies to be used, etc.
- Become expert in understanding and supporting his communication challenges; solicit guidelines for communication from his special education staff, knowing that wait time for a response to a question, use of an alternative communication device or communication strategy such as picture exchange might be necessary
- Use "About Me" information about the students to get to know relevant facts about each particular student's likes, fears, needs, etc.
- Carve out a quiet spot in the school, if necessary, for when the student needs time to regroup. Be creative about finding opportunities to practice or troubleshoot skills outside of the chaos of scheduled times - bus loading, lunch line, locker room, etc. and work on building skills toward independence.
- Recognize that the paraprofessional's actions, attitude and responses can help - or hinder - the growth and behavior of the student. As the student becomes more independent, the IEP team might decide to alter the level of intervention such as replacing a 1:1 pairing with a classroom aide situation. To test and practice increasing a student's level of independence use the "Invisible Aide" strategy section in the School Community Tool Kit. <https://t.ly/WMEv>

WEBSITES AND RESOURCES

<https://t.ly/xjE9K>
<https://www.kidslifecoachacademy.com/>
<https://t.ly/98JvY>

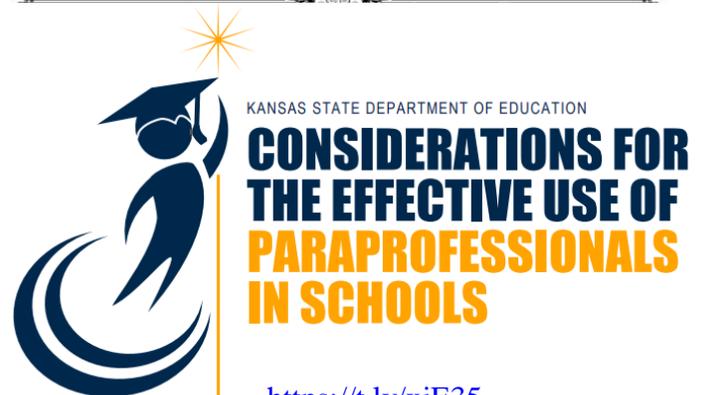


PROFESSIONAL DEVELOPMENT



Effective Strategies for the Paraprofessional in the Autism

Providing a quality educational program for students with autism takes an entire team. One critical member of that team is the paraprofessional. The role of the paraprofessional is multifaceted and expansive. This edWebinar will discuss the unique role of the paraprofessional working with students with autism and provide attendees with practical strategies to use every day. <https://home.edweb.net/webinar/autism20190730/>



<https://t.ly/xjE35>

The purpose of this document is to support Kansas School districts in the effective use of paraprofessionals in school-based settings. There is an emphasis on understanding effective practices, encouraging data-based decision-making, and managing the effective use of paraprofessionals.

- Even though it was created in Kansas, it is relevant to California.

The Wrightslaw Way to Special Education Law and Advocacy

Question: Can an assistant fulfill direct service hours on student IEPs with no special education teacher present, in an inclusive setting with only a general education teacher present?

Answer: An "assistant with a high school diploma and no paraprofessional certificate" is usually called an aide. Federal law – specifically NCLB and incorporated into IDEA – includes a legal definition of "paraprofessional." No, an aide cannot provide direct service hours with or without a special education teacher being present.