

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



February 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

Wandering and Elopement

It is downright scary when you look up and realize one of your students has wandered away or “eloped” the sense of panic that engulfs you is petrifying. Just downright scary.

It is also exhausting when you have to constantly stand in front of a door or always block a student from running (like out the door and into traffic). Just downright exhausting.

So what do you do? How do you get some control back when studies suggest nearly half of student with Autism wander or elope? Well, here are a few helpful tips and strategies...

First, why are students eloping?

When it comes to specific reasons, Autism Speaks did a survey and they found it is often because a child:

- Enjoys exploring
- Wants to go to a favorite place
- Wants to escape from a situation or environment
- Sensory reasons

<http://www.noodlenook.net/elopement-and-autism/>

Building Rapport And Moving to The Next Place in Student/Educator Relationships

Paraeducators have a unique relationship with a student. For some they may be the only other adult contact or translator for events in their day. But this does not mean you are their friend. You are an adult hired in a capacity to be a specific asset to a student in their educational process. You may have to help the student with health care or other self-care. There are times when you may have a student that requires a lot of supports for a variety of reasons relating to a disability.

Rapport only comes one way: through slow building over time. Some students are very ‘easy,’ they are used to meeting many different adults and resist little against any change. They may embrace every chance to meet someone new, literally and figuratively. Other students take years.

Building a rapport with students still needs to be professionally acceptable. Speaking about drinking, drugs, or dangerous illegal activities should not be a way to build rapport with students. Your life, even if the student lives in the same apartment complex, should not unnecessarily cross with any student.

<http://blog.paraeducate.com/?p=452>

What does independent mean?

It’s important to note that there are always naturally occurring cues that occur before a behavior. It’s important not to confuse those with prompts. We want our students to greet someone when a new person enters the room. A new person entering the room is the natural cue to say hello. A teacher saying, “say hi” is a prompt. The goal is for our students to respond to the naturally occurring cues to engage in the behaviors we are teaching them. That is independence.

FEATURED IDEA OF THE MONTH working

Tips and info for para-educators, 1:1 aides, classroom volunteers and long term subs.

AUTISM
1:1
Assistant's
Guidebook

Practical Ideas for Learning Support Aides Working with Students with Autism

Paraprofessional & 1:1 Assistant's Guidebook: Practical Information for Paras

This book for learning support assistants, paraprofessionals and 1:1 aides working with individuals with autism is practical, brief and to the point. It will provide a foundation for ~~with individuals with autism~~

and/or intellectual disabilities. It is good training tool for 1:1 learning aides. Part information, part workbook, the book is created to be an interactive book with spaces for the reader to fill in their thoughts, feelings and newly learned information. Topics include de-escalating behaviors, using visual systems, and teaching social skills. <https://goo.gl/QnLmvC>

WEBSITES AND RESOURCES

- <https://goo.gl/xBuxhB>
- <https://goo.gl/ABFisZ>
- <https://goo.gl/37Sfp1>



PROFESSIONAL DEVELOPMENT



An Online Class for Effective Inclusive Schooling
Topics for the course include: special and inclusive education basics, providing invisible supports in the classroom, academic, social, and behavioral supports, and strategies for effective communication and collaboration with others.

Each class is 30 minutes long and includes video and printable resources. www.inclusiveschooling.com/courses/the-inspired-paraprofessional/

Responsibilities of Paraprofessionals

Implementing Teacher-Planned Instruction

- Licensed teachers are primarily responsible for the development and planning of instruction for students.
- Paraprofessionals should never be asked to plan instruction without the teacher's guidance.
- The classroom teacher should establish the method for instruction in his or her classroom.

Licensed teachers are primarily responsible for the development and planning of instruction for students. The teacher will design instruction based on the individual needs of the student as outlined in his or her IEP. You may be asked to work collaboratively with the teacher to plan the instruction but it should never be a task that you, as a paraprofessional, undertake without the guidance of the teacher. Your primary role is to implement instruction that is planned by the teacher.

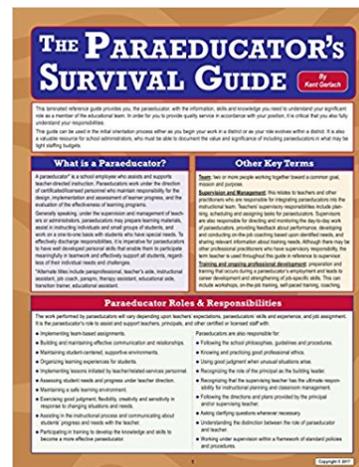
Implementing instruction can be done in a variety of ways and it is up to you and the classroom teacher to outline the strategies you will use. You may work one on one with a student to work on specific goals. Other times you might support the student while the teacher leads instruction and still, you may lead instruction for a small group of students.



"The severity of one's disability does not determine their level of potential. The greatest barriers that persons with disabilities have to overcome are not steps or curbs, it's expectations."

Karen Clay

The Paraeducator's Survival Guide Pamphlet – March 15, 2017



by [Kent Gerlach](#)
The guide clarifies paraeducators' roles and responsibilities in various settings and also covers: ethical and professional guidelines; the importance

of teamwork; ways to effectively support teacher-directed instruction and curriculum; frequently used terminology; understanding student behavior; working with students with disabilities.

Paraeducator-Parent Relationships

Here are 6 Tips for Paraeducators from Ritu Chopra, Ph.D., Executive Director & Assistant Research Professor The PAR²A Center, University of Colorado Denver.

- Tip # 1: Know your Role
 - Tip # 2: Build a Stronger Paraeducator-Teacher Team
 - Tip # 3: Demonstrate Professional & Ethical Work Behaviors
 - Tip # 4: Demonstrate Healthy Professional Relationships with Parents
 - Tip # 5: Foster independence among students and families
 - Tip # 6: Privacy & Confidentiality
- <https://goo.gl/nRMogJ>