

# Paraeducator Practices

## Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



January 2017

### 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**

### Teaching Tip: Observing Behavior

Observation of student behavior should be consistent and take place in a variety of times and settings. The key is to provide a clear picture of the behavior that you target.

You can use any of the following to accomplish this:

- Time or interval sampling in which you record whether a specific behavior occurs at a particular time or how many times it occurs within a predetermined interval such as thirty minutes.
- Narrative recording in which you write down what the student does at a particular time or in a particular setting.
- Event sampling in which you wait for a specific behavior to occur and then record its frequency and duration.

<https://goo.gl/Ugy89E>

### All Behavior is Communication!

- Create a **communication glossary** that shows images or videos of the child using adapted sign, gestures or other communicative behaviors so everyone will understand them. You can then pair the glossary entries with videos of how to say the same things using the AAC system as a teaching tool.
- Use **visual supports** frequently such as visual schedules, social stories and visual rules
- Be careful not to interpret vision, auditory or sensory issues as negative behaviors
- Remember **learning cannot happen until sensory needs are met**, be sure to offer sensory choices appropriate to the child's current state of arousal and teach self-regulation. Work with OT and PT to ensure the child get enough time to move, is properly positioned when seated and has the sensory tools he or she needs at the time he or she needs them
- Build **positive behavior supports and self-talk into AAC systems**. Respecting a child's communication that she "Does not feel safe because there are too many people" is better than having your hair pulled and allowing a child to cue himself to say "I can have safe hands" is better than creating a reliance on an adult to do that for him
- **Be careful not to socially reinforce something that might be cute or funny the first time but won't be the 300th time**. Remember that it is easier not to socially reinforce something the first time it happens than it is to replace that behavior later!
- In the same vein **be sure to socially reinforce appropriate communication** as it happens, many individuals tend to be socially motivated and skilled at figuring out how to get their social needs met.

<https://goo.gl/wmldcC>

## FEATURED IDEA OF THE MONTH



Great idea for letters and can be done with different age appropriate pictures.

## Attitude

Attitude is the most critical factor related to the success of any student. If you think a student will succeed, they'll succeed. When a student is treated like a valued learner, they'll learn. This approach has proven to be critical to young learners' achievements.



How will you use Floor Marking Tape? Athletic departments and facility managers find it indispensable for establishing boundaries, defining spaces during a tournament, indicating directions, marking a pathway and more. Specifically designed so removal won't

damage costly gym floors, it's also useful for mapping out a dance floor or identifying place marks on stage.

Suggestions:

1. Mark the floors where the desks go. Desks always seemed to 'migrate' throughout the day. At the end of the day, teach students to 'Straighten the Desks!'
  2. Use to define spaces
  3. Use for classroom management for lining up or Starting line for classroom games
  4. Giant numberline on floor to teach math
- GameCraft Floor Marking Tape can be found on Amazon



## What is the Para Perspectives column?

The NEA Para Perspectives column provides readers the opportunity to learn from fellow paraeducators and other experts in the field as they

share their thoughts, opinions and views on issues important to them and paraeducator careers. Visitors will also be able to add their insight and personal experiences to individual Perspective columns through our comment feature.

<http://www.nea.org/home/67465.htm>

## WEBSITES AND RESOURCES

<http://theautismhelper.com/setting-independent-work-system/>  
<http://celebrate.hcpss.org/02/special-education-paraeducator/>  
<https://goo.gl/dGjluq>



## PROFESSIONAL DEVELOPMENT



Recorded Webinars: <https://goo.gl/OiYqDw>

Delivering Effective Paraeducator Support to Students with Disabilities: A Delicate Dance

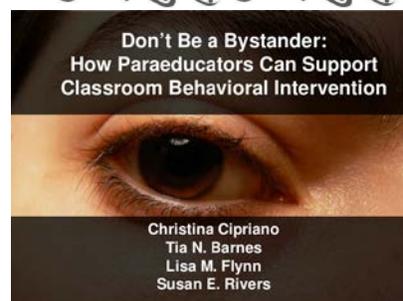
The Three Ps for Behavioral Support: Preventive Strategies, Personalized Supports and Positive Strokes

Teacher and Paraeducator Teaming for Student Success



## Tips for ParaEducators:

1. Communicate with your teacher on a daily basis. This is essential in order to build a program which addresses the diverse needs of students with disabilities.
2. Offer suggestions and ideas.
3. Remember that final decisions are up to the teacher.
4. Give feedback to the teacher regarding student progress and problems.
5. Contribute to special class projects and special interest centers.
6. Ask Questions. If you don't, others will just assume you know the answers.
7. Work as a team member. Offer to do something to help equalize the workload.
8. Be familiar with the academic approach of the teacher.
9. Become familiar with the needs of the children in the classroom.
10. Be familiar with academic materials and equipment used in the classroom.
11. Be sensitive to the feelings of children.
12. Support and respect children and adults at all times.
13. Demonstrate consistency when enforcing rules and implementing rewards and consequences.
14. Offer any practical assistance that the teacher deems necessary for the success of the program.
15. Assist substitute teachers with daily routine and specific needs of the students.
16. Demonstrate Professionalism.



<https://goo.gl/vTgsbZ>

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