

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



October 2015

Paraprofessional, Not an "Aide" by Suzanne Whitney, Research Editor, Wrightslaw

It's time to stop using the term "aide" - and stop writing "aides" into IEPs. The No Child Left Behind Act provides the federal definition of "paraprofessional." According to NCLB, **all paraprofessionals shall have:**

(A) completed **at least 2 years of study at an institution of higher education;**
(B) **obtained an associate's (or higher) degree;**
(C) met a **rigorous standard of quality** and can demonstrate, through a formal State or local **academic assessment --**

(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

(ii) knowledge or, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. (20 U.S.C. § 6319(c)); [Wrightslaw: No Child Left Behind](#), page 200)

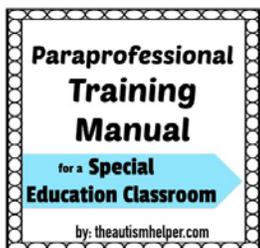
There is **no federal legal definition** for an "aide". When you use the term "paraprofessional" in the IEP, you refer to a federal legal definition and a quality standard. This is not the case when you use the term "aide".

Recording Data

There are many ways to record data on goals and objectives, including:

- Marking a tally every time a behavior is observed;
- Using a plus (+) or minus (-) to indicate correct and incorrect responses;
- Using a stopwatch to record how long a behavior lasts;
- Rating a behavior on a scale (e.g., from 1 [mild] to 5 [intense]);
- Recording anecdotal information about observed behaviors;
- Using the **ABC** method to record what happened before the behavior occurred (**A**ntecedent), describe the behavior (**B**ehavior), and describe the intervention used in response to the behavior and the resulting outcome or effectiveness (**C**onsequences).

List of prompts: Ordered from least intrusive to most intrusive	
Prompt Type	Paraprofessional or Teacher Behavior
Independent (I)	The student completes a task without assistance.
Indirect Verbal (IV)	Indirectly inform the student that he or she needs to do something. For example, "What do you need?" or "What's next?"
Direct Verbal (DV)	Tell the student what to do or say. For example, "Put your pencil in your desk."
Gesture (G)	Provide non-verbal information to indicate what to do. For example, pointing to the start button on the CD player to indicate the correct button to push.
Model (M)	Provide a model (what you want the student to do or say) for the student to imitate.
Partial Physical Assist (PPA)	Provide minimal physical support. For example, touch the student's hand as a cue to begin writing, or touch the student's elbow as a cue to reach for an object.
Full Physical Assist (FPA)	Provide hand-over-hand support. For example, put your hand on the student's hand and move the student's hand through the action of brushing his or her teeth.



\$15.50

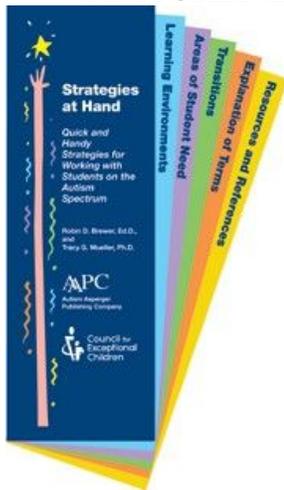
Digital Download

<https://www.teacherspayteachers.com/Product/Paraprofessional-Training-Manual-1361881>

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

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FEATURED IDEA OF THE MONTH



Strategies at Hand reintroduces the much-valued concept of convenience to teachers, paraprofessionals and related professionals who work with students with autism spectrum disorders. It features easy-to-implement strategies that can be used in all types of educational settings and situations.

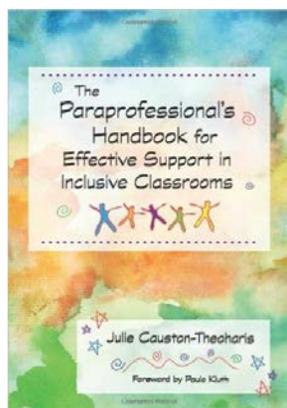
<https://aapcpublishing.net/aapc-bookstore/search-results.aspx?search=strategies+at+hand>

ELL Strategies for Paraprofessionals

By Michelle Lawrence

Paraprofessionals who work alongside ELLs may do so in a variety of settings with a variety of roles. You may be working alongside the ELL teacher in the ESL classroom or perhaps you aid a content-area teacher who has ELLs in his/her class. You may be multilingual yourself; familiar with the challenges of learning a second language or maybe this is your first encounter with students who speak languages other than English. Whatever the case may be, there are some tips that will help you to succeed in supporting ELLs.

<http://www.colorincolorado.org/article/ell-strategies-paraprofessionals>



The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms 1st Edition

by Julie Causton-Theoharis Ph.D., Paula Kluth Ph.D.

What does a great paraprofessional need to know and do? Find out in this handy survival guide,

equally useful for the brand-new paraprofessional or the 20-year classroom veteran. Packed with friendly guidance, practical tips, and relatable first-person stories, this book reveals the best ways to provide effective, respectful services to students in inclusive classrooms



<http://www.lrp.com/directstep/para.html>

WEBSITES AND RESOURCES

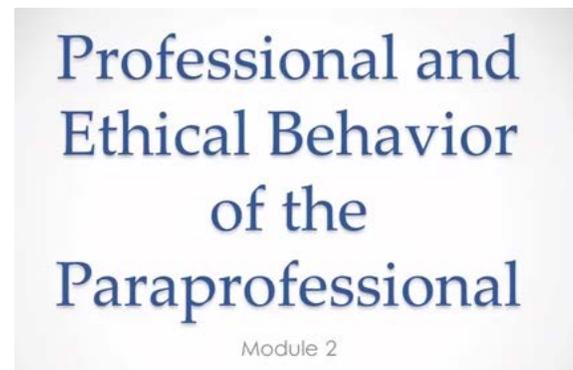
http://www.hdc.lsuhsd.edu/lasard/pdf/LASARD_Workgroup4_Paras%20.pdf

http://www.thearcoftexas.org/site/DocServer/Friday_Lasater_Power_Teaming.pdf?docID=1104

<http://blog.paraeducate.com/>



PROFESSIONAL DEVELOPMENT



Training Video for Confidentiality in Schools
<https://www.youtube.com/watch?v=XFAIjubExbg>

<http://intervener.org/>

An Intervener is a person who:

- Works consistently one-to-one with an individual who is deafblind
- Has training and specialized skills in deafblindness



An intervener provides a bridge to the world for the student who is deafblind. The intervener helps the student gather information, learn concepts and skills, develop communication and language, and establish relationships that lead to greater independence. The intervener is a support person who does with, not for the student. Specialized training is needed to become an effective intervener. Training should address a wide range of topics necessary to understanding the nature and impact of deafblindness, the role of the intervener, and appropriate educational strategies to work with students with combined vision and hearing loss (Alsop, Killoran, Robinson, Durkel, & Prouty, 2004; McGinnes, 1986; Robinson et al., 2000).



ONE DAY CONFERENCES FOR PARENTS & PARA-EDUCATORS IN YOUR REGION

OCTOBER 29, 2015
BAKERSFIELD, CA

NOVEMBER 19, 2015
STOCKTON, CA

APRIL 27, 2016
ANAHEIM, CA

MAY 17, 2016
RIVERSIDE, CA

http://www.bilingualeducation.org/conferences_paraeducator.php