

Paraeducator Practices

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A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



May 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



A Guide to Creating Opportunities for Appropriate Social Behavior

Use the 100+ strategies, examples, and tips found in this resource to help create opportunities for appropriate social behavior for students with Autism Spectrum Disorder (ASD). This comprehensive and practical guide covers initiations, specific feedback, collaboration, and acknowledgements. An entire section, full of more than 20 hands-on tips, addresses "derails" and provides effective advice for troubleshooting difficult situations. Download from site. <https://goo.gl/MZdVRs>

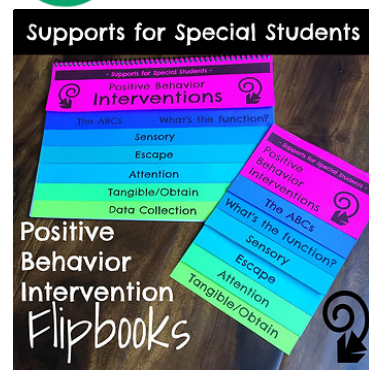
Classified School Employee Week

Classified School Employees: The Heartbeat of our Schools

May 20—26, 2018



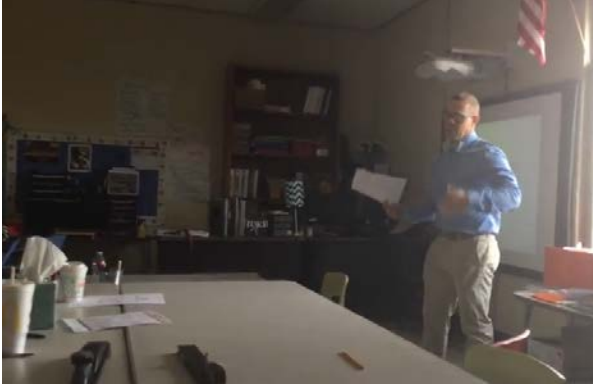
Teachers Pay Teachers



This flipbook is packed full of easy to implement positive behavior supports and interventions! You will find a brief overview of the ABC's (antecedent-behavior-consequence), how to determine the function of behavior, and specific intervention to address each function

(sensory, escape, attention, and tangible/obtain).
<https://goo.gl/kW4G1E>

FEATURED IDEA OF THE MONTH PBIS strategies in the classroom



<https://www.youtube.com/watch?v=0aGbF7L0xnM>

Role of the Paraprofessional by Patti McVay

As the team plans, they may decide that a student needs a paraprofessional to support the classroom teacher and the student. Paraprofessionals, or educational assistants, are important members of the education team. When a paraprofessional is assigned to a teacher or classroom to assist students with special needs, it is crucial that they are viewed as a support for all students. This encourages and allows the teacher to take ownership for every student in the class. It also provides the teacher and all students an opportunity for extra instruction and support. Paraprofessionals commonly assist with tasks such as:

- } leading small group instruction designed by the teacher,
- } gathering materials,
- } providing assistance for personal care and other physical needs,
- } assisting students to complete directions given by the teacher,
- } facilitating interactions between students,
- } adapting lessons under the teacher's guidance, and
- } executing other, often unseen, but very important tasks for the classroom community

By law, a paraprofessional or education assistant cannot:

- write programs without supervision of certified personnel,
- create new, alternative instruction without direction from the teacher or other certified personnel,
- implement "behavior" ideas without direction of the teacher or other certified personnel, or
- take complete responsibility for any students.

Disability Solutions Volume 3, Issue 1

http://www.dsaso.org/files/Disability_Solutions_Paraprofessionals_3_1.pdf

WEBSITES AND RESOURCES

<https://goo.gl/F6MRYo>

<https://goo.gl/5y4yBj>

<https://goo.gl/7q3bHK>



PROFESSIONAL DEVELOPMENT

Assistive Technology-Product How To Videos Available on YouTube

For every piece of AT there is a product video on youtube to show how to program and use. Review these easy to follow steps when required to program voice output devices or when asked to use a switch with a student.

<https://www.youtube.com/user/ablenetinc>



General Ethical Considerations for Paraprofessionals

Accepting Responsibilities

- Engage only in instructional and non-instructional activities for which you are qualified or trained.
- Refer concerns expressed by parents, students or others to your supervising teacher.
- Recognize that the teacher has the ultimate responsibility for instruction and management and follow the prescribed directions.
- Help to see the best interests of individual students are met.
- Do not communicate progress or concerns about students to parents.
- Recognize that the supervisor has the ultimate responsibility for the instruction and behavior management of children and follow the directions prescribed by him/her.

Relationships with Students and Parents

- Discuss a child's progress, limitations and/or educational program only with the supervising teacher in an appropriate setting.
- Express differences of opinion with your supervising teacher only when students are not present.
- Discuss school problems and confidential matters only with appropriate personnel.
- Respect the dignity, privacy and individuality of all students, parents and staff members.
- Be a positive role model.
- Do not engage in discriminatory practices based on a student's handicap, race, sex, cultural background or religion.
- Use behavior management strategies that are consistent with standards established by the local school district and classroom teacher.

See relationships with teacher and relationships with the school on the website. http://paraelink.org/8s2b/c8s2b_3.html

References: Project PARA. (n.d.). Paraeducator Self Study Program. Retrieved on June 5, 2002, from Project PARA Web site: <http://para.unl.edu/para/Ethics/lesson1.html>

Long, C. A. (2001). Paraprofessional Standards Based Training: Building-Blocks for Success. West Salem, WI: Cooperative Educational Service Agency #4.