



## Training Paraeducators

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Lee Stickle, M.S. Ed.

Paraeducator, paraprofessional, teacher aide/assistant, job coach, are just a few of the titles given to those who have the following characteristics:

- They are supervised by licensed teachers or licensed related services professionals who are responsible for identifying learner needs, designing and implementing programs to meet learner needs, assessing learner performance, and evaluating program effectiveness.
- They assist licensed teachers or related services practitioners with the delivery of instructional or other direct services to children and youth, and/or their families.

For more than 50 years, the assistants that we refer to by so many different titles have been enabling teachers to spend more time in planning and implementing instructional activities. Initially duties assigned to teacher aides were clerical tasks, monitoring learners in non-academic learning environments, maintaining learning centers and duplicating instructional materials. In the past twenty years the work of increasing numbers of researchers has revealed that in contemporary schools the vast majority of paraeducators spend all or part of their time assisting teachers and other licensed practitioners in different phases of the

instructional process or the delivery of other direct services to learners. . (Downing, Ryndak, & Clark, 2000; Killoran, Templeman, Peters, & Udell, 2001; Moshoyannis, Pickett, & Granick, 1999; Riggs & Mueller, 2001; Rogan & Held, 1999; Rueda & Monzo, 2000).

With such a significant change in the role that paraeducators are playing, it is critical that we understand their need for high quality training has increased. For paraeducators to be effective, it is critical that they be given training in the strategies and approaches that we expect them to implement. Here are a few ideas for an approach to training paraeducators:

1. Find out who in your district is responsible for paraeducator training, talk with them and find out, how much of the training is already predetermined.
2. Ask if you can tailor the remaining or part of the remaining training time to meet the needs specific to your classroom and students.
3. Individually meet with the paraeducators that you supervise and develop a training plan.
  - a. Make sure you plan includes specific resources to develop skills, these resources might be time with you to demonstrate the skill, or internet modules that you would like for them to complete or perhaps trainings that are being offered that they are to attend.

b. Make sure the plan has a follow-up component, whereby you confirm the completion of the plan.

What is critical is that there is a systematic approach to developing the skills of those who work directly with students.

Take the time to develop experts among your staff. Perhaps you have a Literacy Paraeducator and a Numeracy Paraeducator! Many paraeducators have little training when they come into the field and it is our responsibility to provide or guide the training that is necessary to support our students.

Direct link to our website:

[www.KansasASD.com](http://www.KansasASD.com)

[www.TASNBehaviorSupports.com](http://www.TASNBehaviorSupports.com)

## December TRAININGS

**December 3, 3:00-3:45; 4:00-4:45**

**Tri-State ASD Webinar Series: Equipping Schools to Train Paraeducators**

Link to register: [https://](https://www.surveymonkey.com/s/N7NCVCB)

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**December 5, 8:30 am- 10:00 am**

**ADOS-2 Toddler Module Practice Webinar**

Link to register: [https://www.surveymonkey.com/s/](https://www.surveymonkey.com/s/ZM6P7R6)

[ZM6P7R6](https://www.surveymonkey.com/s/ZM6P7R6)

**December 10, 3:00-3:45; 4:00-4:45**

**Tri-State ASD Webinar Series: Functional Activities**

Link to register: [https://www.surveymonkey.com/s/](https://www.surveymonkey.com/s/N7NN8BM)

[N7NN8BM](https://www.surveymonkey.com/s/N7NN8BM)

**December 12, 8:00 am- 12:00 pm**

**Classroom Strategies for Effective Teaching in Early Childhood**

**This training is closed**

### TIPS FROM THE CORNER:

Integrated academic and behavior support: what does that mean? A student's academic skills can influence their behavior and a student's behavior can influence their academic progress. Therefore, we should never view academics and behavior in isolation of one another. There is a documented connection between low academic skills and problem behavior; students with low academic skills at school entry are at increased risk of problem behavior and depression later in school (Herman, Lambert, Reinke, & Jalongo, 2008; McIntosh, Horner, Chard, Boland, & Good, 2006). As academic tasks become more difficult, students with skill deficits may increasingly use problem behavior to escape difficult tasks, limiting their access to academic instruction (McIntosh, Horner, Chard, Dickey, & Braun, 2008). When we provide support for a struggling student, the integration of academics and behavior come into play. Intervention in one area can lead to improvements in the other area.

High quality academic instruction by itself can reduce problem behavior (Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009). Using academic interventions that match the function of a student's behavior should be employed. For example if a student's disruptive behavior serves to escape reading instruction while gaining peer attention, provide positive opportunities for the student to gain peer attention by giving the student a special job during a vocabulary activity. Using the special pointer to touch vocabulary words posted on the wall will integrate the student's academic and behavior needs. Common outcomes exist when integrating academic and behavior systems: both maximize time for instruction, enhance student-teacher relationships, foster school connectedness, and improve academic and social competency for all students (Walker & Shinn, 2002).

