Take 5: Empowering Paraeducators

INTRODUCTION
Paraeducators are consistent communication partners who can be powerful extenders to support long-term student goals like independence and engagement. In this course – which is broken into six 5-minute activities – the presenter will demonstrate an observational process school SLPs can use to support effective collaboration with paraeducators to increase students’ generalization of communication skills. Then the presenter will guide you through actionable steps to put the process into practice and reflect on the outcomes.

LEARNING OUTCOMES
You will be able to:
- Coach a paraeducator on how to identify communication partner techniques they are already using

CONTENTS
Introduction to Concept ................................................................. 5 min.
Review Examples .............................................................................. 5 min.
Create a Quick Plan ........................................................................... 5 min.
Try Your Plan .................................................................................... 5 min.
Reflect on Your Plan ............................................................................ 5 min.
Learning Assessment ........................................................................... 5 min.

PROGRAM HISTORY and IMPORTANT INFORMATION

Original program date: August 6, 2018
End date: September 14, 2021

To earn continuing education credit, you must complete and submit the learning assessment on or before September 14, 2021.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.
This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006