

Paraeducator Practices

Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers
Educational Equity for All



December 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

momentous institute
Powered by Salesmanship Club since 1920

Making Sense Of Sensory Processing

THE SEVEN SENSORY SYSTEMS



Even things that don't seem "sensory" actually are. Take handwriting, for example. In order to write, your brain must integrate a huge amount of sensory information: to remain upright in the chair (proprioceptive sense), to hold the pencil with an appropriate grasp using the appropriate force (tactile and proprioceptive senses), to form the letters appropriately with adequate spacing (visual and vestibular senses), to sustain endurance throughout the activity (vestibular and proprioceptive senses), to filter out distracting input (auditory senses).

SPDs can also manifest in postural instability and dyspraxia—both of which are Sensory-Based Motor Disorders. Sensory-Based Motor Disorders occur when there is a disintegration of tactile, proprioceptive, and vestibular input. With postural instability, a child does not have the strength or endurance to sit upright without leaning on something (or someone), lying down, slouching, or changing positions. This inherently impacts the ability to focus at school or remain stable enough to write.

SPD Support has a comprehensive [online survey](#) that can help further identify if a child has SPD.

<https://goo.gl/DSbzcw>

Teacher Tips for Working with Children with Severe Handicaps

1. Prior to supporting the specific goal, it is important to make sure you have their attention. Typically, you'll be using a very direct teaching method.
2. As much as possible, use grade appropriate materials.
3. Identify some clear goals/expectations and stick with it. It takes a great deal of time to see success in most cases.
4. Be consistent and have predictable routines for everything you do.
5. Make sure that everything is relevant to the child you are working with.
6. Be sure to track progress carefully, which will help you define when the child is ready for the next milestone.
7. Remember that these children don't often generalize, so be sure to teach the [skill](#) in a variety of settings.
8. When the child has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

In summary, you are a very important person in this child's life. Be patient, willing and warm at all times. <https://goo.gl/sUG52w>

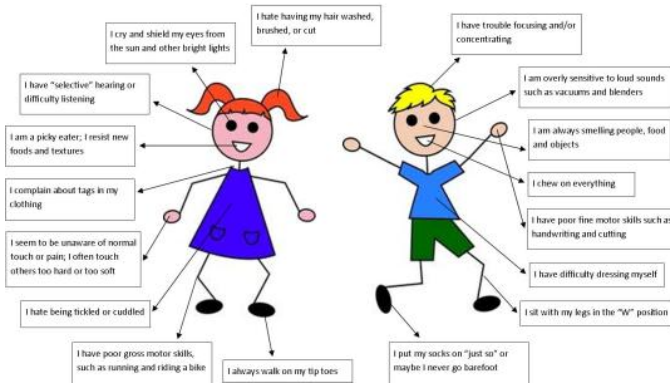
EDUCATIONAL EQUITY FOR ALL
..... Giving kids what they need to succeed.

Tana Donaghy, President, Educational Equity For All
Misstanad@educationaequityforall.org; 909-964-5057
<http://www.educationaequity4all.com/>

FEATURED IDEA OF THE MONTH

Reducing Sensory Behaviors

Signs of Sensory Processing Disorders:



<http://theautismhelper.com/reducing-sensory-behaviors/>

PROFESSIONAL DEVELOPMENT



Teaching Students

with Moderate & Severe Disabilities

Resources for Teaching Special Education

16 chapters | 259 lessons

- Ch 1. Social Skills & Special...
- Ch 2. Life Skills & Special...
- Ch 3. Teaching Special Education
- Ch 4. Math Instruction in Special...
- Ch 5. Language Arts & Special...
- Ch 6. Music & Art in Special...
- Ch 7. Special Education for Adults with...
- Ch 8. Advocacy in Special...
- Ch 9. Homeschooling & Special...
- Ch 10. Response to Intervention (RTI)...
- Ch 11. Speech Therapy Activities &...
- Ch 12. Special Education Classroom...
- Ch 13. IEP Goals & Meeting...
- Ch 14. Differentiated Instruction...
- Ch 15. 504 Plans Examples &...
- Ch 16. Language Disorders...

<https://study.com/academy/lesson/teaching-students-with-moderate-severe-disabilities.html>

WEBSITES AND RESOURCES

<https://goo.gl/Nmiix1>

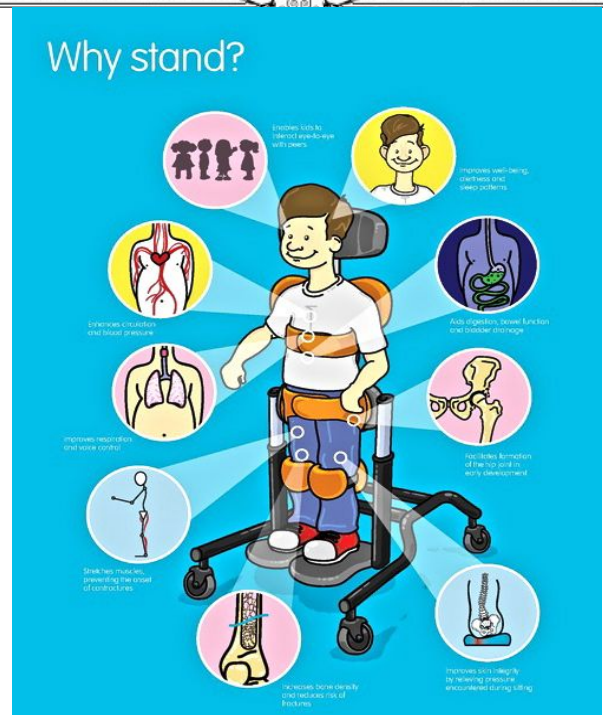
<https://goo.gl/pc1gQ5>

<https://goo.gl/qsGtJH>

9 Ways to Respond When a Student Shuts Down

1. Start by talking with the student.
2. Grade accordingly.
3. Make up the time.
4. Find a quiet spot.
5. Don't nag.
6. Consider the level.
7. Break up the work.
8. Set goals.
9. Understand your limitations.

<https://goo.gl/1bZMve>



There are many physiological, social, and emotional benefits to the standing position. **Leckey** has developed a great visual and descriptive tool to outline some of the most important benefits.

1. Peer Interactions
2. Regulates wake and sleep cycles
3. Helps the digestion process
4. Forms the hip joint in early development
5. Provides pressure relief to the buttocks instead of sitting all of the time
6. Promotes bone density
7. Provides a long-term stretch on leg muscles that get tight with prolonged sitting
8. Opens the chest cavity to help with breathing
9. Helps circulation of blood throughout the body

<https://goo.gl/JafsYe>

5 TIPS WHEN COMMUNICATING WITH NONVERBAL STUDENTS

It is important to make the least dangerous assumption and presume competence with students who may not have a means of formal communication. Try these tips!

GET UP, GET DOWN!

Try to get to the student's level and talk to them face to face with eye contact!

KEEP ON TALKING!

Sometimes it feels like you're just talking to yourself, but you don't know what is getting through. Talk to your student about the things happening around them, what you're doing, and about academics!

CHOICE, CHOICE, CHOICE!

Offer choices to students, even if they are unable to reliably respond, get into the habit. From a student's perspective it feels more respectful than just doing what you want ... and you never know if you may illicit a response!

BUILD VOCABULARY!

Start building expressible vocabulary by introducing choice with flashcards or picture icons with at least two or three choices to offer the student an opportunity to expand vocabulary and make choices.

WHAT'S MY MODE?

We have to equip students with some mode of communication before they graduate. Be sure a student has one and that everyone is consistently working on making it a viable way to talk.

Infographic via
www.NoodleNook.Net
© 2015 Flatiron.com

<http://www.noodlenook.net/teaching-nonverbal-students/>