

# Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers Educational Equity for All



November 2017

## 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***

**Why I No Longer Teach "Look at Me" (But Still Teach Attending)**

Effective ABA Instructional Strategies Series Autism Classroom NEWS

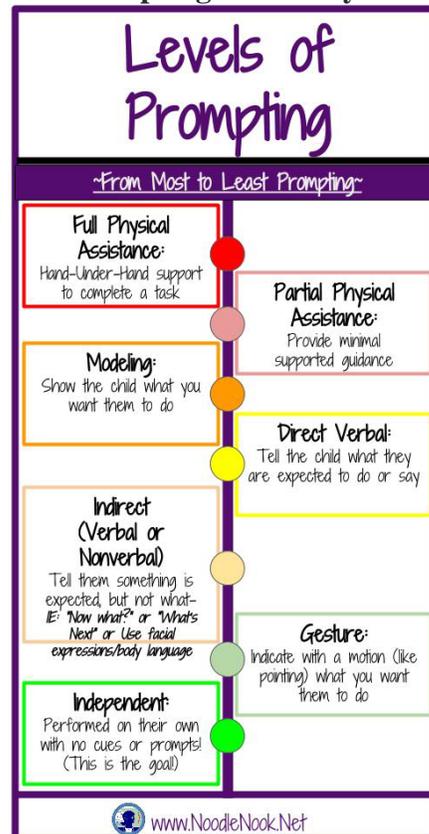
People only say "Look at me" when you aren't paying attention and aren't doing what you are supposed to do. The first thing most teachers say when you don't follow the class direction (a skill we also need to teach) is the child's name.

**Let's not teach staring as a life skill.** Autism Classroom NEWS

<https://goo.gl/D4JRtn>

**WHAT DO YOU MEAN 'I CAN DO IT MYSELF?'** **The Hierarchy of Prompting**  
 Tips on How, Why, And Printable Infographic On Cues and Prompts in the Classroom!  
 www.NoodleNook.Net

### Prompting Hierarchy- How I Got Duped!



If our goal is to get to independence, then we need to be thinking about a student doing it themselves all the time, every day. Our students need support in so many things, but then the next question should be what can I put in place so move away from my hand-over-hand assistance to get to the next level? Is it a visual? Is it a cuing system? Is it a repeated sequence? Or is it as simple as making a student try some tasks independently just

to see what happens and reassess our support? Either way, we had to stop being so helpful, so we could be more helpful!

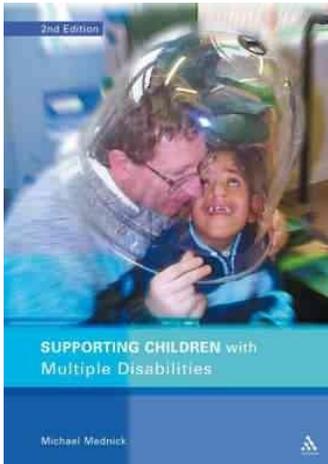
<http://www.noodlenook.net/prompting-hierarchy/>

## FEATURED IDEA OF THE MONTH



CVC Word Family Flip Books

<https://www.youtube.com/watch?v=WRMIGDv2g0k>

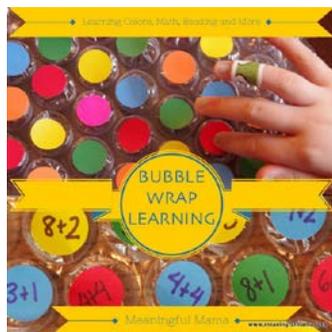


## Supporting Children With Multiple Disabilities

The education of children with multiple disabilities is concerned with improving their quality of life and finding ways to overcome barriers to learning. The law indicates a move towards equal opportunities and inclusive education for all pupils.

Those with complex needs have the right to receive appropriate education alongside their peers, to become enlightened, enabled and empowered.

Bubble Wrap can be used as a learning tool. You can write anything on the bubbles and have students pop them as you call out letters, numbers, words, you name it. This will keep those wiggles away.



<http://meaningfulmama.com/bubble-wrap-learning.html>

<https://handsonaswegrow.com/learning-bubble-wrap/>  
<http://lifespantherapies.com/bubble-wrap-for-building-fine-motor-skills/>  
<https://www.scholastic.com/teachers/blog-posts/brian-smith/bubble-wrap-reading-games/>

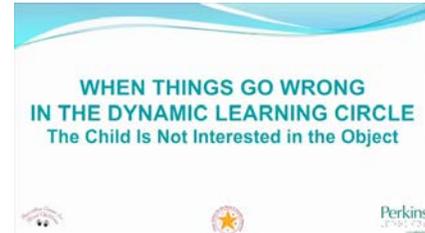
## WEBSITES AND RESOURCES

<https://goo.gl/otmdWc>  
<https://goo.gl/dguKQr>  
<https://goo.gl/sUG52w>

## PROFESSIONAL DEVELOPMENT

### Active Learning Space

Dr. Lilli Nielsen's techniques that emphasize simple ways to change the environment so that a child becomes an "active learner".



[PLAY FULL VIDEO 0:11:49](#)

PLAY BY CHAPTER:

1. The Child is Not Interested in the Object 02:13
2. The Child Who Throws Everything 06:49
3. The Child with Self-Stimulatory or Inappropriate Behaviors 02:47

<http://www.activelearningspace.org/dynamic-learning-circle/when-things-go-wrong>



Instructional control is developing a positive working relationship with a student where you have established leadership control.

Instructional control is established when you

intentionally form a bond with a student.

<https://goo.gl/sB1rYX>

## Keys to Effective Communication

- Maintain close proximity and use a low volume when communicating with students.
- Provide clear and simply stated directions of what you expect the child to do instead of telling them what you don't want them to do.
- Repeat back to the student what you think they are saying to clarify what the student means.
- Some children may require a model, picture, or sign of the action paired with the verbal direction.
- Use age appropriate language when speaking with students. (Refrain from using "baby talk"). Encourage students to use age appropriate language.
- Allow students time to communicate independently using their mode(s) of communication.
- Allow for extra processing and response time.