

# Paraeducator Practices

## Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



October 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**

### Promoting choice for pupils with PMLD



A teacher asks a pupil with PMLD to choose a drink and to confirm her choice using symbols on a E-tran frame. The pupil chooses successfully and gets her choice of drink.

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

### Active Learning Space

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

### **When Things Go Wrong in the Dynamic Learning Circle**

Occasionally an individual will get stuck in a specific part of the Dynamic Learning Circle. This can lead to disruptive behaviors, self-stimulation, or other problems in learning. It is important to recognize when this happens and to know what to do to help the child get back on track.

**WHEN THINGS GO WRONG  
IN THE DYNAMIC LEARNING CIRCLE**  
The Child Is Not Interested in the Object



**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>

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

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## FEATURED IDEA OF THE MONTH

# Sensory Activities: Edible Water Beads



Edible  
"water"  
beads

Introducing "water-beads" look-alike BOBA pearls. Sensory activity with water beads look-alike that are safe to eat!

**Sensory play** activities with *water beads* as base are sure to be a

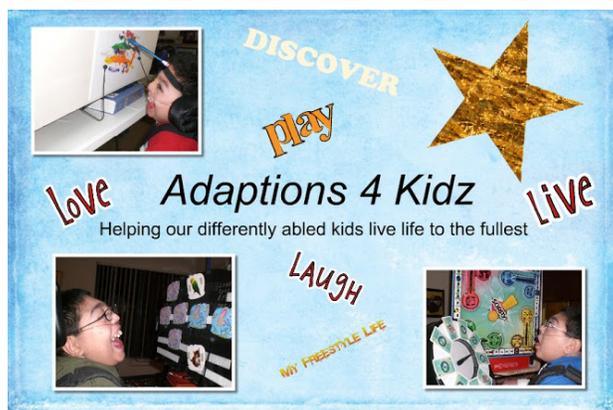
big hit with the kids. They are smooth, squishy and lend themselves to many wonderful spin offs. Add shaving cream, play under a light table and many more.

<http://www.kidsplaybox.com/sensory-activities-edible-water-beads/>



## Strategies for Including Children with Special Needs in Early Childhood Settings

This practical, hands-on guide provides strategies and adaptations to accommodate young children with disabilities or special needs. It puts theory into practice with clear examples and directions to ensure all children can participate equally in the inclusive classroom. Adaptations are offered by activity rather than by disability, and the focus is on embedding instruction within daily routines. Short chapters, clear discussion of rationale, and the plentiful examples prepare readers to effectively support children with a variety of common disabilities such as cerebral palsy, Down syndrome, autism, visual impairment, hearing loss, and behavioral challenges.



<http://adaptions4kidz.blogspot.com/2013/09/ipad-app.html>

## WEBSITES AND RESOURCES

<http://www.noodlenook.net/writing-nonverbal-students/>  
<https://goo.gl/mcnyXH>  
<https://goo.gl/71mduw>



## PROFESSIONAL DEVELOPMENT



### LEARNING MODULE PRACTICES

The learning module practices were identified from a review of the research literature conducted by staff of the National Professional Development Center on Autism Spectrum Disorder (NPDC on ASD) in 2013-2014. These focused intervention practices were found to be efficacious for use with toddlers as well as with other age groups of children with ASD.

- Prompting
- Naturalistic Intervention
- Pivotal Response Treatment
- Functional Behavior Assessment
- Reinforcement
- Video Modeling

<http://asdtoddler.fpg.unc.edu/learning-modules>



## Strategies for Learning and Teaching

- Encourage independence.
- Remove obstacles so that the student can move freely from lesson to lesson.
- Encourage support for the student from classmates.
- Consider physical access issues such as ramps, toilets, lifts and classroom layout.
- Incorporate advice from the occupational therapist in the student's programme.
- Use computers and audio-visual aids in the student's learning and teaching programme.
- Specialised equipment may also be necessary such as adapted keyboards, page turners, word boards or special desks.
- If writing is difficult consider using a tape recorder.
- Encourage communication to prevent isolation.
- Teach social skills if necessary.
- Allow students extra time to complete tasks.
- If teaching Physical Education, note that slower-paced activities are better than those requiring a fast response. Students will do better catching a bounced ball than a thrown one; kicking a stationary ball than a moving one.
- Students may have a low self-image, therefore it is important to ensure that the student feels included and is encouraged and praised.

<http://www.sess.ie/categories/physical-disabilities/cerebral-palsy/tips->