

# Paraeducator Practices

## Paraeducator Practices

A Newsletter for Paraeducators and Their Teachers  
Educational Equity for All



November 2019

### 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**

### EASY SENSORY IDEAS THAT WON'T DISTURB YOUR WHOLE CLASSROOM

Sensory input sprinkled throughout the school day can be really beneficial for some of our students, but it can also be challenging to our classroom management systems. Here are some simple ideas that can be tailored to individual students without disrupting learning for other students.

**Vestibular Ideas:** Vestibular input is all about balance and movement and is centered in the inner ear. Every time we move our heads, fluid moves in these organs and gives us feedback on where we are in space. It helps us with spatial awareness and to maintain our balance.

Some students who need vestibular input benefit from adding air inflated cushions or to sit on a therapy ball



**Proprioceptive Input:** The proprioceptive system is located in our muscles and joints. It helps us with body awareness and determines force and pressure of our actions and movements.

- Hang from the monkey bars at recess
- Chew big fat bubblegum.... leave it unwrapped for a little bit to make the gum harder for extra input.
- Have students run errands to different parts of the school building while carrying a heavy container.
- Students can do wall push-ups between activities.
- Have students stack and un-stack chairs at the beginning & end of the school day.
- Students can do chair push-ups when needed.
- Add chair bands to the student's chair so he or she can get input as needed. [t.ly/pYJe7](http://t.ly/pYJe7)



### WHAT IS SELECTIVE MUTISM?

Selective Mutism – A Comprehensive Overview

What are the most common characteristics of children with Selective Mutism? Most, if not all, of the characteristics of children with Selective Mutism can be attributed to anxiety.

Temperamental Inhibition, Social Anxiety Symptoms, Social Being, Physical Symptoms, Appearance, Emotional, Developmental Delays, Sensory Integration Dysfunction (DSI) symptoms, Processing Difficulties/Delays, Common symptoms, Common symptoms within a classroom environment, Behavioral, Co-Morbid Anxieties, Communication Difficulties, Social Engagement Difficulties.

<https://selectivemutismcenter.org/whatisselectivemutism/>

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

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<http://www.educationaequity4all.com/>

## FEATURED IDEA OF THE MONTH



# Fidget Cube



## Fidget Cube

for students with  
self-injurious  
behavior

This fidget cube gives students with self-injurious behaviors, such as picking at their fingers, something else to do with their hands.

## Autism and Chewing – why do autistic children chew?

Many people don't understand when they see a child biting on toys, sucking on the sleeves of their shirt or chewing on non-edible objects. While the toddler isn't frowned on for doing this, older children are expected to grow out of it or the parents to stop it. However, many children who do these things have forms of autism and have a reason why they do it.

### *Anxieties and stimming*

Stimming is something a child with autism does to help relieve anxieties by comforting himself. Repetitive behaviours help a child with autism and have something familiar that helps him feel good when everything else around him is confusing, frightening or changing.

Stimming often takes place in the form of sucking or chewing on shirt or sweater sleeves. It's common to see children with autism who have wet shirts. Biting or chewing on toys or other objects such as pencils is also well known in the autism community. Often, easing the anxieties by chewing or biting helps ward off meltdowns that are a result of too much tension or insecurities.

### *Sensory integration*

A major problem that a child on the autism spectrum may have is with proper sensory processing. As the brain receives information from the senses, it sends the wrong messages to the rest of the body. A child who bites, chews or sucks on non-edible objects may be feeding a deep, oral desire. It may feel as if he cannot satisfy the need, causing him to continuously have something in his mouth. This child is hypersensitive to oral stimulation. While chewing on a piece of gum may satisfy a need to chew with someone who doesn't have autism, it is not enough for many who have autism. Therefore, the child constantly looks for something that does satisfy or that gives continuous sensation.

[t.ly/Yw3W8](https://t.ly/Yw3W8)

## WEBSITES AND RESOURCES

<https://www.cerebralpalsyguide.com/>

[t.ly/pYJB7](https://t.ly/pYJB7)

[t.ly/d6jND](https://t.ly/d6jND)

## PROFESSIONAL DEVELOPMENT



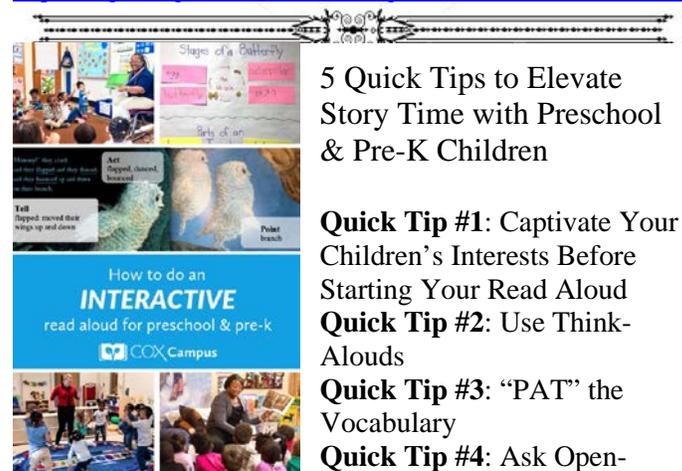
### LEARNING THROUGH PLAY

Date: Thursday, November 14, 2019

Time: 12:00pm – 1:00pm

This workshop highlights the importance of play in a child's development. It will discuss different play strategies that can be incorporated into play to promote a child's development. Topics will include how play supports child development and how to create a safe play space. After attending this workshop, participants will be able to: Recognize how play promotes a child's development. Create a safe play space. Select toys that promote development. Name resources for low cost toys.

<https://register.gotowebinar.com/register/397712445499551500>



### 5 Quick Tips to Elevate Story Time with Preschool & Pre-K Children

**Quick Tip #1:** Captivate Your Children's Interests Before Starting Your Read Aloud

**Quick Tip #2:** Use Think-Alouds

**Quick Tip #3:** "PAT" the Vocabulary

**Quick Tip #4:** Ask Open-Ended Questions

**Quick Tip #5:** Tie the Book Into Other Parts of the Day

When In Doubt, START From the Beginning

**S:** State the title and author, along with the purpose for reading the story

**T:** Teach information with focus vocabulary, key events or the characters' thoughts and feelings

**A:** Ask an open-ended question at the end of the story (usually beginning with "why" or "how")

**R:** Respond to children when they answer the question at the end of the read and lead them toward thoughtful answers while lifting language.

**T:** Tie everything together by connecting or relating the main idea to the children's world.

[t.ly/w965P](https://t.ly/w965P)