

**Master Course Outline
With Sample Syllabus**

The Educational Paraprofessional in ECE

EDU 102

Course Description:

This course introduces students to the roles and responsibilities of the educational paraprofessional working with young children, preschool to grade three, including those children with developmentally delays, disabilities, language and/or cultural differences in the public-school system. Emphasis is on providing educational paraprofessionals and students interested in paraprofessional opportunities with the knowledge and skills necessary to support certified and licensed professional staff in schools to implement developmentally appropriate learning experiences within equitable and inclusive learning environments.

Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:

Course Objective	Alignment with Standards
1. Definitions, roles, and responsibilities and dispositions of a paraprofessional working with young children, preschool to grade three, including those children with developmentally delays, disabilities, language and/or cultural differences in the public-school system.	OSEP: All Priority Areas EI/ESCE: All Standards and elements NAEYC: All Standards and all key elements PS&C: All Standards and all key elements CKC's: All domains, sub-domains, and categories

<p>2. Ethics and legal considerations for the paraprofessional.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating EI/ESCE: Standard 7: 7.4 NAEYC: Standard 6: 6b. PS&C: Standard 6: 6b CKC's: Domain 7: 7.A.3</p>
<p>3. The characteristics of exceptional learner as referenced in IDEA and Section 504 and the requirements under the law.</p>	<p>OSEP: Intervention and Instruction EI/ESCE: Standard 2, and Standard 7: 7.4 NAEYC: Standard 1: 1a and 4b; Standard 6: 6a and 6b PS&C: Standard 1: 1a and 1b; Standard 6: 6a, 6b and 6d CKC's: Domain 1, 1.B.3, Domain 5, 5.B.2, Domain 7: 7.A.4,</p>
<p>4. Communication needed for collaborative teamwork.</p>	<p>OSEP: Collaborating and Engaging and Communicating with Families EI/ESCE: Standard 2, 2.2, All of Standard 3 NAEYC: Standard 2. 2b PS&C: : Standard 2. 2b and Standard 6, 6c CKC's: Domain 4, 4.B.2, and Domain 5: 5.A.2</p>
<p>5. Organized positive, healthy, and safe learning environments for all children, that includes Universal Design for Learning.</p>	<p>OSEP: Intervention and Instruction EI/ESCE: Standard 6, 6.3 and 6.6, NAEYC: Standard 1:1.c PS&C: Standard 1, 1c and Standard 4, 4c CKC's: Domain 1 1.B.1, Domain 3, 3.B.1, 3.B.3, Domain, 6, 6.A.1 and 6.A.3</p>
<p>6. Teaching strategies used by paraprofessionals.</p>	<p>OSEP: Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development, and Technology EI/ESCE: Standard: 1: 1.2, 1.2.and 1.4, Standard 5, 5.1 and 5.2, Standard 6, 6.3, 6.4,6.5,6.6 and 6.7 NAEYC: Standard 4a, 4b, 4c, and 4d and Standard 6, 6c PS&C: Standard 4, 4a, 4b, and 4c and Standard 6, 6.c CKC's: Domain 2, All Sub Domains and Categories, Domain 6, 6.A.1, 6.A.3</p>

<p>7. Assistive devices (no tech, low tech, mid tech and high tech) which supports children with developmental delays and/or disabilities.</p>	<p>OSEP: Intervention and Instruction and Technology EI/ESCE: Standard 5: 5.1 and 5.2, Standard 6, 6.3, 6.7 NAEYC: Standard 3, 3c, and Standard 4b, PS&C: Standard 3, 3c, and Standard 4, 4c CKC's: Domain 2: 2.B.1 and 2.B.2 Domain 3: 3.B.1, Domain 4: 4.A.1,</p>
<p>8. Assessments for children and the Paraeducator.</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring and Collaborating EI/ESCE: Standard 3: All elements, Standard 4, 4.1 and 4.2 NAEYC: Standard 3: all elements and Standard 6, 6b PS&C: Standard 3: all elements and Standard 6b CKC's: Domain 4: All Sub Domains and Categories,</p>

Student Outcomes: Upon completion of this course, students will be able to:

Student Outcomes:	Alignment with Standards
<p>1. Define the roles, responsibilities and dispositions of a successful paraprofessional.</p>	<p>OSEP: All Priority Areas EI/ESCE: All Standards and elements NAEYC: All Standards and all key elements PS&C: All Standards and all key elements CKC's: All domains, sub-domains, and categories</p>
<p>2. Discuss ethics and legal considerations for the paraprofessional.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating EI/ESCE: Standard 7: 7.4 NAEYC: Standard 6: 6b. PS&C: Standard 6: 6b CKC's: Domain 7: 7.A.3</p>

<p>3. Describe the characteristics of exceptional learner as referenced in IDEA and Section 504 and the requirements under the law.</p>	<p>OSEP: Intervention and Instruction EI/ESCE: Standard 2, and Standard 7: 7.4 NAEYC: Standard 1: 1a and 4b; Standard 6: 6a and 6b PS&C: Standard 1: 1a and 1b; Standard 6: 6a, 6b and 6d CKC's: Domain 1, 1.B.3, Domain 5, 5.B.2, Domain 7: 7.A.4,</p>
<p>4. Explain how communication supports collaborative teamwork.</p>	<p>OSEP: Collaborating and Engaging and Communicating with Families EI/ESCE: Standard 2, 2.2, All of Standard 3 NAEYC: Standard 2. 2b PS&C: : Standard 2. 2b and Standard 6, 6c CKC's: Domain 4, 4.B.2, and Domain 5: 5.A.2</p>
<p>5. Explain Universal Design for Learning and the value of an organized, positive, healthy, and safe learning environment for all children that facilitates transitions and promotes learning.</p>	<p>OSEP: Intervention and Instruction EI/ESCE: Standard 6, 6.3 and 6.6, NAEYC: Standard 1:1.c PS&C: Standard 1, 1c and Standard 4, 4c CKC's: Domain 1 1.B.1, Domain 3, 3.B.1, 3.B.3, Domain, 6, 6.A.1 and 6.A.3</p>
<p>6. Identify a variety of teaching strategies used by paraprofessionals.</p>	<p>OSEP: Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development, and Technology EI/ESCE: Standard: 1: 1.2, 1.2.and 1.4, Standard 5, 5.1 and 5.2, Standard 6, 6.3, 6.4,6.5,6.6 and 6.7 NAEYC: Standard 4a, 4b, 4c, and 4d and Standard 6, 6c PS&C: Standard 4, 4a, 4b, and 4c and Standard 6, 6.c CKC's: Domain 2, All Sub Domains and Categories, Domain 6, 6.A.1, 6.A.3</p>

<p>7. Examine a variety of assistive devices (no tech, low tech, mid tech and high tech) which support children with developmental delays and/or disabilities.</p>	<p>OSEP: Intervention and Instruction and Technology EI/ESCE: Standard 5: 5.1 and 5.2, Standard 6, 6.3, 6.7 NAEYC: Standard 3, 3c, and Standard 4b, PS&C: Standard 3, 3c, and Standard 4, 4c CKC's: Domain 2: 2.B.1 and 2.B.2 Domain 3: 3.B.1, Domain 4: 4.A.1,</p>
<p>8. Review a variety of assessments for typical and atypical children. Take the Praxis Paraprofessional Assessment.</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring and Collaborating EI/ESCE: Standard 3: All elements, Standard 4, 4.1 and 4.2 NAEYC: Standard 3: all elements and Standard 6, 6b PS&C: Standard 3: all elements and Standard 6b CKC's: Domain 4: All Sub Domains and Categories,</p>

Course Content: The following topics will be covered:

Course Content	Alignment with Standards
<p>1. Definitions, Roles, responsibilities and dispositions of a para educator. Introduction to the Anne Arundel Community College Teacher Disposition Survey.</p>	<p>OSEP: All Priority Areas EI/ESCE: All Standards and elements NAEYC: All Standards and all key elements PS&C: All Standards and all key elements CKC's: All domains, sub-domains, and categories</p>
<p>2. Ethics and legal considerations</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Collaborating EI/ESCE: Standard 7: 7.4 NAEYC: Standard 6: 6b. PS&C: Standard 6: 6b CKC's: Domain 7: 7.A.3</p>

<p>3. IDEA and Section 504</p>	<p>OSEP: Intervention and Instruction EI/ESCE: Standard 1, 1.4 and Standard 7: 7.4 NAEYC: Standard 1: 1a and 4b; Standard 6: 6a and 6b PS&C: Standard 1: 1a and 1b; Standard 6: 6a, 6b and 6d CKC's: Domain 1, 1.B.3, Domain 5, 5.B.2, Domain 7: 7.A.4,</p>
<p>4. Communication and teamwork for the paraprofessional</p>	<p>OSEP: Collaborating and Engaging and Communicating with Families EI/ESCE: Standard 2, 2.2, All of Standard 3 NAEYC: Standard 2. 2b PS&C: : Standard 2. 2b and Standard 6, 6c CKC's: Domain 4, 4.B.2, and Domain 5: 5.A.2</p>
<p>5. Universal Design for Learning and the value of an organized, positive, healthy, and safe learning environment.</p>	<p>OSEP: Intervention and Instruction EI/ESCE: Standard 6, 6.3 and 6.6, NAEYC: Standard 1:1.c PS&C: Standard 1, 1c and Standard 4, 4c CKC's: Domain 1 1.B.1, Domain 3, 3.B.1, 3.B.3, Domain, 6, 6.A.1 and 6.A.3</p>
<p>6. Teaching and behavior management strategies used by paraprofessionals.</p>	<p>OSEP: Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development, and Technology EI/ESCE: Standard: 1: 1.2, 1.2.and 1.4, Standard 5, 5.1 and 5.2, Standard 6, 6.3, 6.4,6.5,6.6 and 6.7 NAEYC: Standard 4a, 4b, 4c, and 4d and Standard 6, 6c PS&C: Standard 4, 4a, 4b, and 4c and Standard 6, 6.c CKC's: Domain 2, All Sub Domains and Categories, Domain 6, 6.A.1, 6.A.3</p>
<p>7. Assistive Devices (no tech, low tech, mid tech and high tech).</p>	<p>OSEP: Intervention and Instruction and Technology EI/ESCE: Standard 5: 5.1 and 5.2, Standard 6, 6.3, 6.7 NAEYC: Standard 3, 3c, and Standard 4b,</p>

	PS&C: Standard 3, 3c, and Standard 4, 4c CKC's: Domain 2: 2.B.1 and 2.B.2 Domain 3: 3.B.1, Domain 4: 4.A.1,
8. Assessments for typical and atypical children and Para educators. Praxis Para pro practice test https://study.com/academy/exam/course/praxis-parapro-assessment-practice-study-guide.html	OSEP: Observing and Collecting Data for Progress Monitoring and Collaborating EI/ESCE: Standard 3: All elements, Standard 4, 4.1 and 4.2 NAEYC: Standard 3: all elements and Standard 6, 6b PS&C: Standard 3: all elements and Standard 6b CKC's: Domain 4: All Sub Domains and Categories,

Standards:

CT State Core Knowledge and Competencies (CKC) <https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf>

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers that Support Adults who Work with Young Children and Families
<https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf>

Early Intervention/Early Childhood Special Education (EI/ECSE)
<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>
 National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

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Key Experiences: (These can be in-class activities, graded assignments, or anything in-between.)

Watch and reflect on Paraeducators at Work (30 minutes)

<https://www.youtube.com/watch?v=snLAFIIE8qg> (CO 1)

Read an article on legal considerations for the paraeducators. (CO 2) **find some possible articles**

Using the NAEYC Code of Ethical Conduct identify the principle and apply it to a specific scenario and determine an appropriate course of action. (CO2)

Feeney, S.; Freeman, N.K., Moravcik. Teaching the NAEYC Code of Ethical Conduct: A Resource Guide

After a discussion of IDEA, 504 plans, and viewing a PPT meeting, (see video resources) students will identify communication that supports collaborative teamwork and create a mock PPT meeting using child profiles provided by the professor. (CO 3 and CO 4)

After reviewing the website Universal Design for Learning (UDL): A teacher's guide

https://www.understood.org/en/articles/understanding-universal-design-for-learning?utm_source=google&utm_medium=cpc&utm_term=universal+design+for+learning&utm_campaign=EN_GSC_EDU_UDL_NB&gclid=Cj0KCQjwof6WBhD4ARIsAOi65ajhf4TRpzOc_y3XOIcEhwu_UVHqMKGznlPvH2fC0UjBSP4N1B_rJQaAphdEALw_wcB&gclid=aw.ds

explain the value of an Organized positive, healthy, and safe learning environments for all children that includes Universal Design for Learning and how it facilitates transitions and promotes learning. (CO 5)

Find a video of a para educator at work and identify the various strategies they use. (CO 6)

Examine a variety of assistive technology devices which support children with developmental delays and/or disabilities with the assistance of SERC and NEAT <https://portal.ct.gov/SDE/Publications/Assistive-Technology-Guidelines-Section-2-For-Infants-and-Toddlers-under-IDEA-Part-C/Assistive-Technology-Professional-Development> or the Local Education Agency(LEA). (CO 7)

Explore a variety of assessments for typical and atypical children.

RESOURCES

Books:

Teaching the NAEYC Code of Ethical Conduct: A Resource Guide, Feeney, S.; Freeman, N.K., Moravcik.

Articles:

Team Communication: Effective Group Collaboration and Teamwork

<https://www.crystalknows.com/blog/team-communication#:~:text=When%20team%20members%20are%20able,risk%20of%20misunderstandings%20or%20conflict.>

Para educators and legal considerations

<https://horsecrazy22.wordpress.com/2016/02/27/paraeducators-and-ethical-considerations/-020-7>

10 Behavior Management Strategies for Educational Assistants & Paraprofessionals

<https://www.crisisprevention.com/Blog/paraprofessional-behavior-management-strategies>

Paraprofessional Duties: Understand Your Role as a Paraprofessional in 2022

<https://www.hiration.com/blog/paraprofessional-duties/>

Building Positive Relationships with Young Children, Center on Social Emotional Foundations for Early Learning,(CSEFEL), Vanderbilt University

<http://csefel.vanderbilt.edu/modules/module1/handout5.pdf>

CT Paraprofessionals Guide to Challenging Behaviors

https://portal.ct.gov/-/media/SDE/Paraeducator/paras_brief_behavior.pdf

What is Mid-Tech and High-Tech AAC

<https://www.communicationcommunity.com/aacfileshightech/>

Assistive Devices Broken Down by Category

<https://mn.gov/admin/at/getting-started/understanding-at/types/>

When to Use Mid-Tech AAC

<https://www.communicationcommunity.com/when-to-use-mid-tech-aac/>

Mid-Tech devices

<https://www.pinterest.com/simontechcenter/mid-tech-aac/>

Assistive Technology – No Tech, Low Tech, High Tech, By Kelsey Clauson

<https://edusites.uregina.ca/clausontechblog/2018/11/20/assistive-technology-no-tech-low-tech-high-tech/>

Formal vs. Informal Assessment: 15 Key Differences & Similarities

<https://www.formpl.us/blog/formal-vs-informal-assessment>

Websites:

Ct.gov Connecticut's Official State Website

Paraeducator Information and Resources

<https://portal.ct.gov/SDE/Paraeducator/Paraeducator-Information-and-Resources>

Paracenter .org

<https://paracenter.org/researchers/bibliography/paraeducator-ethical-and-legal-issues>

<https://paracenter.org/files/working%20with%20families.pdf>

Universal Design for Learning (UDL): A teacher's guide

https://www.understood.org/en/articles/understanding-universal-design-for-learning?utm_source=google&utm_medium=cpc&utm_term=universal+design+for+learning&utm_campaign=EN_GSC_EDU_UDL_NB&gclid=Cj0KCCQjwof6WBhD4ARIsAOi65ajhf4TRpzOc_y3XOIcEhwu_UVHqMKGznkLpVh2fC0UjBSP4N1B_rJQaAphdEALw_wcB&gclsrc=aw.ds

Pacer.org

<https://www.pacer.org/ec/assistive-technology/>

CT. SDE Publications Assistive Technology Guidelines Section 2 for Infants and Toddlers

<https://portal.ct.gov/SDE/Publications/Assistive-Technology-Guidelines-Section-2-For-Infants-and-Toddlers-under-IDEA-Part-C/Assistive-Technology-as-Part-C-Service>

New England Assistive Technology (NEAT)

<https://assistivetechology.oakhillct.org/>

Paraeducator Resources

<http://www.paraeducator.com/resources/>

Understood.org

<https://www.understood.org/>

Common Classroom Accommodations and Modifications in School

<https://www.understood.org/en/articles/common-classroom-accommodations-and-modifications>

How to Use Accommodations and Modifications in the Classroom

<https://www.understood.org/en/articles/how-to-use-accommodations-and-modifications-in-the-classroom>

A Day in Our Shoes

<https://adayinourshoes.com>

Ultimate List of IEP Accommodations and Strategies (SDIs)

<https://adayinourshoes.com/wp-content/uploads/IEP-Accommodations-and-Strategies-printable.pdf>

Verywell Family

Understanding the Paraprofessional's Role in Schools

<https://www.verywellfamily.com/what-is-a-paraprofessional-3106873>

Videos:

Effective Strategies and Approaches for Paraeducators to Support Children During Virtual Learning

https://www.youtube.com/watch?v=nhWgutx_55U

Paraeducators at Work (30 minutes)

<https://www.youtube.com/watch?v=snLAFIIE8qg>

Formative vs. Summative vs. Diagnostic Assessment

<https://www.youtube.com/watch?v=JI-YgK-l4Sg>

Resources for Paraeducators and Fine Tuning your Skills

<https://podcasts.apple.com/us/podcast/school-me/id1277850181?i=1000463454746>

IEP Meetings (PPT)

<https://www.youtube.com/watch?v=ok0irMNfKmY>

<https://www.youtube.com/watch?v=MWnbHPMg2EA>

<https://mn.gov/deaf-commission/advocacy-issues/education/iep-discussion-guide/webinars/mock-iep-meeting-a-student-with-special-needs.jsp>

Audio Podcast:

Paraeducator the Things You Hear

<https://player.fm/series/paraeducator-the-things-you-hear/what-is-a-paraeducator>

Additional Resource:

NAEYC Code of Ethical Conduct

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

IDEA

<https://sites.ed.gov/idea/>

Free and Appropriate Public Education FAPE Understood

https://assets.ctfassets.net/p0qf7j048i0q/3SxIMzMGCZDKd7RvcGwi91/21678677a199e994f53be0cbf84ed54a/Free_and_Appropriate_Public_Education_FAPE_Understood.pdf

Supporting All Children Using the Connecticut Early Learning and Development Standards: Meeting the Needs of Diverse Learners

<https://www.ctoec.org/storage/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf>

Children's Books

My Three Best Friends and Me, Zulay by Cari Best (cane, no tech, and braille type writer low tech)

The Seeing Stick by Jane Yolen (cane, no tech)

Look Up, Jung Jin-Ho (Wheelchair, low tech)

Hello Goodbye Dog by Maria Gianferrari (wheelchair, low tech)

The Boy Who Saw too much by (Part of the Romeo Riley Private Detective Series) by April Whitt (electronic communication device, high tech)

How Katie Got a Voice by Pat Mervine (electronic communication device, high tech; wheelchair, low tech)

Sara's Surprise by Nan Holcomb (augmentative communication device, high tech)

A Screaming Kind of Day by Rachna Gilmore (hearing aids, mid tech)

Hands and Hearts by Donna Jo Napoli (no tech)

Proud To Be Deaf, by Ava Lili and Nick Beese (sign language, no tech)

All the Ways I Hear You by Priscila Soares (bilateral bone anchored hearing system, high tech)

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SAMPLE SYLLABUS

Instructor: _____ **Office:** _____
Telephone: _____ **Office Hours:** _____ or by app't
E-mail: _____

Text: _____

Evaluation and grading:

Assessments and Assignments:

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Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	Welcome and Introductions			
2	Definitions, roles, responsibilities, and dispositions of a para educator. *Watch and reflect on Paraeducators at Work (30 minutes) https://www.youtube.com/watch?v=snLAFIIE8qg (CO 1)		Anne Arundel Community College Teacher Disposition Survey (SO 1)	
3	Ethics and legal considerations *Using the NAEYC Code of Ethical Conduct identify the principle and apply it to a specific scenario and determine an appropriate course of action. (CO2) Feeny, S.; Freeman, N.K., Moravcik. Teaching the NAEYC Code of Ethical Conduct: A Resource Guide		*Read the article on legal considerations for the paraeducators. (SO 2) Para educators and legal considerations https://horsecrazy22.wordpress.com/2016/02/27/paraeducators-and-ethical-considerations/-020-7	
4	IDEA and Section 504 (CO3) Verywell Family			

	<p>Understanding the Paraprofessional's Role in Schools</p> <p>https://www.verywellfamily.com/what-is-a-paraprofessional-3106873</p>			
5	<p>Communication and teamwork for the paraprofessional (CO4)</p> <p>*View a PPT meeting, (see video resources)</p> <p>Students will identify communication that supports collaborative teamwork</p>		<p>*Create a mock PPT meeting using child profiles provided by the professor. (SO 3 and SO 4)</p>	
6	<p>Present mock PPT meeting</p>			
7	<p>Universal Design for Learning and the value of an organized, positive, healthy, and safe learning environment. (CO 5)</p>		<p>*After reviewing the website Universal Design for Learning (UDL): A teacher's guide</p> <p>https://www.understood.org/en/articles/understanding-universal-design-for-learning?utm_source=google&utm_medium=cpc&utm_term=universal+design+for+learning&utm_campaign=EN_GSC_EDU_UDL_NB&gclid=Cj0KCOjwof6WBhD4ARIsAOi65ajhf4TRpzOc_y3XOICehwu_UVHqMKGznlPvH2fC0UjBSP4N1B_rJQaAphdEALw_wcB&gclsrc=aw.ds explain the</p>	

			value of an Organized positive, healthy, and safe learning environments for all children that includes Universal Design for Learning and how it facilitates transitions and promotes learning. (SO 5)	
8	Teaching and behavior management strategies used by paraprofessionals.(CO6)			
9	Teaching and behavior management strategies used by paraprofessionals. cont (CO 6)		*Find a video of a para educator at work and identify the various strategies they use. (SO 6)	
10				
11	Assistive Devices No and Low Tech (CO 7) *Examine a variety of assistive devices which support children with developmental delays and/or disabilities with the assistance of SERC and NEAT https://portal.ct.gov/SDE/Publications/Assistive-Technology-Guidelines-Section-2-For-Infants-and-Toddlers-under-IDEA-Part-C/Assistive-Technology-Professional-Development or the Local Education Agency(LEA).			

	<p>No, Low and High Tech</p> <p>https://duckduckgo.com/?t=ffab&q=mid+tech+assistive+devices+examples&iax=images&ia=images&iai=https%3A%2F%2F2.bp.blogspot.com%2F-K7cU-mtkc8%2FWcshYUCeFsI%2FAAAAAAAAJpM%2F0rsdAI5eB3UsVldCXfR XjGCd6U9fkxAwCLcBGAs%2Fs640%2FTechnology%252BConsiderations.png</p>			
12	<p>Assistive Devices Mid and High Tech CO 7)</p> <p>Mid-Tech</p> <p>https://duckduckgo.com/?t=ffab&q=mid+tech+assistive+devices+examples&iax=images&ia=images&iai=https%3A%2F%2Fimage.slidesharecdn.com%2Fassistivetechologyrevised-110224153227-phpapp02%2F95%2Fassistive-technology-basics-7-728.jpg%3Fcb%3D1303766416</p> <p>*Examine a variety of assistive devices which support children with developmental delays and/or disabilities with the assistance of SERC and NEAT</p> <p>https://portal.ct.gov/SDE/Publications/Assistive-Technology-Guidelines-Section-2-For-Infants-and-Toddlers-under-IDEA-Part-C/Assistive-Technology-</p>			

	Professional-Development or the Local Education Agency(LEA).(SO 7)			
13				
14	Assessments for typical and atypical children.(CO 8)		*Explore a variety of assessments for typical and atypical children. (SO 8)	
15	Assessment for the Paraeducator Introduction to the Praxis Paraprofessional Assessment and the. Praxis Para pro practice test (CO 1 and CO 8)		*Take the Praxis Para pro practice Test (SO 8) https://study.com/academy/exam/course/praxis-parapro-assessment-practice-study-guide.html	
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***Key Experiences.**