

News Notes

A Newsletter for Teachers of Students with Significant
Cognitive Disabilities
Educational Equity for All



May 2018

How to Engage Children and Keep Their Attention: Tips for Parents and Educators

Children just want to have fun!

Here is how to make an experience fun and engaging for young children:

1. Share your enthusiasm.
2. Make a game out of it.
3. Give the children an active role.
4. Provide real experiences wherever you can.
5. Use Color.
6. Stories are always interesting.
7. Be clear and be consistent.

Dos and Don'ts for keeping children's attention

- **Do** raise your voice so you can be heard, but **don't** ever shout. Losing your temper with children will cause them to quickly disengage from you and will damage your relationship with them.
- **Do** have fun together, but **don't** forget that you are in charge - you still need to keep the children to the rules and boundaries.
- **Do** use games and structured activities to illustrate a point, **don't** just stand and lecture children with a flow of words.
- **Do** change the pitch and tone of your voice when you speak, emphasizing the important words in a sentence. **Don't** speak in a meaningless monotone!
- **Do** challenge children with games and problem-solving activities but **don't** set them up for failure with a task which is far beyond their abilities.
- **Do** use friendly competition to focus their attention, but **don't** create a high-pressure atmosphere with painful consequences for 'losers'.

<https://wehavekids.com/parenting/how-to-engage-children>



[NEA - National Teacher Day May 8,](#)

Project Core

A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies at UNC Chapel Hill

Project Aim:

Develop a comprehensive implementation program for the delivery of Universal Core vocabulary instruction and augmentative communication supports using the multi-tiered system for augmenting language (mSAL).

Goals:

- Teach students with significant cognitive disabilities and complex communication needs to use symbols included on augmentative communication systems to communicate with a variety of people for a variety of needs.
- Create and evaluate the mSAL with Universal Core vocabulary.
- Develop intervention and assessment tools for teachers, related service providers, and other classroom staff to effectively implement the mSAL with Universal Core vocabulary.

Target Groups:

Students with significant cognitive disabilities who do not yet use speech, signs or symbols to meet a broad range of communication needs with a range of communication partners. Teachers, related service providers, and other classroom staff who are providing instruction to students with significant cognitive disabilities who can benefit from using symbols to communicate.

14 Professional Development Modules

Self -Directed online, free

Welcome to the Project Core professional development modules. These modules are part of the Project Core implementation program. The program targets teachers and is aimed at supporting the communication development of students with significant disabilities who are not yet using speech, sign language or symbols in flexible ways, for varied purposes, across topics and partners.

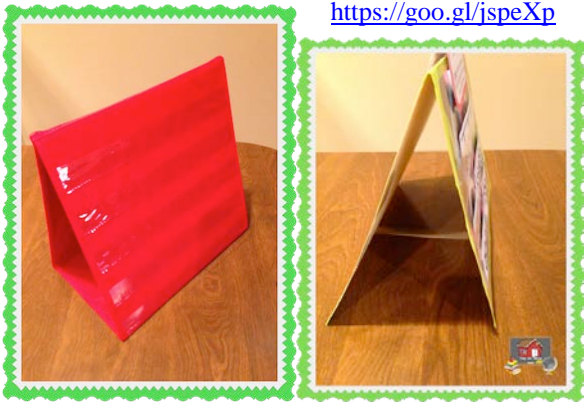
<http://www.project-core.com/about-project-core/>

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

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FEATURED IDEA OF THE MONTH

Make Your Own Table Top Pocket Chart



<https://goo.gl/jspeXp>

CUE STAFF WITH VISUALS...ADULTS NEED VISUALS, TOO!

<http://www.mrspspecialties.com/2016/05/cue-staff-with-visualsadults-need.html>



Students clip their clothespin on before leaving the classroom.

CLASSROOM MANAGEMENT VISUALS

- Varied Directives and Questions
- Make Interactions Positive
- Student Check Out System

DIFFERENTIATED kindergarten

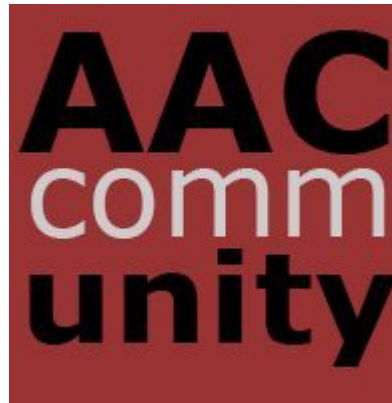
DIFFERENTIATED INSTRUCTION IN THE CLASSROOM 17

WAYS TO BUILD FINE MOTOR ACTIVITIES INTO YOUR CURRICULUM



<https://goo.gl/KPLLTE>

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION



AAC Community is an effort to unite all individuals concerned with communication rights for Pennsylvanians with intellectual disability, autism, movement difficulties and other disabilities that create complex communication needs.

Augmentative and alternative communication (AAC) is any form of communication other than spoken/oral language used to express thoughts, needs, wants and ideas.

<https://aacccommunity.net/home/>

WEBSITES AND RESOURCES

<http://www.thepathway2success.com/50-de-escalation-strategies/>

https://guides.library.unc.edu/sped_5279

<https://goo.gl/zQYsUd>

PROFESSIONAL DEVELOPMENT



Autism Movement Therapy,

Inc is a nonprofit organization, focused on serving the autism & special needs community through providing a structured movement & music program as well as providing advocacy and community outreach to create understanding and bring dignity to the spectrum community across the globe.

Autism Movement Therapy is a 2-hour video-based online continuing education (CE/CEU) course that teaches professionals how to combine movement and music with positive behavior support strategies to assist individuals with Autism Spectrum Disorder (ASD).

LEARNING OBJECTIVES

1. Identify the parts and functions of the brain relevant to individuals with Autism Spectrum Disorder (ASD)
2. List ways in which music and independent movement can help strengthen the four lobes of the brain
3. Identify the elements involved in the program design and intent of Autism Movement Therapy®
4. Name ways in which the arts can play a positive role in the lives and functionality of individuals with ASD

<https://goo.gl/A5NVpK>

Annie's Resource Attic

Free Materials For Teachers

<http://www.annbrundigestudio.com/category/app/power/>