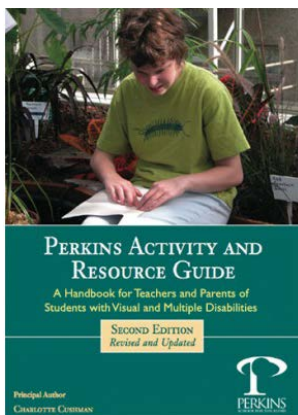


News Notes

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



January 2016



Perkins Activity and Resource Guide - A Handbook for Teachers and Parents of students with Visual and Multiple Disabilities
Practical suggestions for instructional activities for young children who are visually impaired with multiple disabilities.

<http://www.perkinsproducts.org/store/en/perkins-publications/1316-perkins-activity-and-resource-guide.html>

7 Ways to Bring Out the Best in Special-Needs Students

By Thomas Armstrong

Here are seven ways that you can activate the strengths of your students with special needs, whether you run a full-inclusion classroom, a self-contained special ed classroom, or anything in between:

- Discover your students' strengths.
- Provide positive role models with disabilities.
- Develop strength-based learning strategies.
- Use assistive technologies and Universal Design for Learning tools.
- Maximize the Power of your students' social networks.
- Help students envision positive future careers.
- Create positive modifications in the learning environment.

http://www.edweek.org/tm/articles/2013/04/08/fp_armstrong.html

Teaching Children With Developmental Disabilities: Classroom Ideas

Post a clear and predictable daily schedule (Volmer, 1995). Both typical students and those with developmental disabilities crave structure and predictability in their school day. Special needs children, though, can sometimes react more strongly than their non-disabled peers when faced with an unexpected change in their daily schedule. When creating daily schedules be sure to match the schedule format to the child's skill level:

- For a child who cannot read and does not recognize pictures as depictions of actual objects and events, the 'schedule' would consist of objects that represent schedule entries. A wrapped snack bar, for instance, can represent snack time, while a book can represent circle time-when the teacher reads a story to the class.
- For a non-reader who recognizes pictures, the schedule can include a picture to represent each scheduled event. A picture of the Occupational Therapist, for instance, might signify a weekly pullout OT session.
- For the beginning reader, the schedule can pair pictures with the words describing the events to the day.
- The fluent reader can use a written schedule, with words selected at the child's reading level.

A classroom schedule lays out the events of the day that affect all children in the room. Teachers can also create individualized schedules for children who receive additional (or alternative) services and supports. But remember-schedules have value only when they are used! Students should preview their schedule at the start of the school day. After each activity is completed, students check off that item on their schedule or otherwise indicate that the event is finished (e.g., by removing the event's picture from the schedule board). When an event in the student's schedule is unexpectedly cancelled, teachers may find that the student will adjust more quickly to the change if the instructor and the child sit down together review the schedule and revise it to reflect the altered plan for the day.

<http://www.interventioncentral.org/behavioral-interventions/special-needs/teaching-children-developmental-disabilities-classroom-ideas>

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

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FEATURED IDEA OF THE MONTH

Dog Tag Chewie



Dog Tags make a great chew for mild chewers!
A fabulous way to look stylish, yet serve a FUNCTIONal need to chew.
Each tag is approximately 1 x 2 inches and comes on a break-away, adjustable cord.

http://warnerscornertoys.3dcartstores.com/Dog-Tag-Chewie_p_263.html

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

Teachers and therapists must have time to plan instruction using the assistive technology in the classroom.

With team planning for instruction, better decisions can be made about, for example, whether the assistive technology is best suited for practice of a concept or as the best way to present new information to students.

The Kershaw County team that works with Jessica and Meredith designed an interactive activity for them to use in learning money, math and to use their different augmentative communication devices.

Play AT and Classroom Integration video - Part 3:

TEACHING TIPS AND TRICKS- Guinea Pig 'Porkchop' Teaches Special Needs Kids



<https://www.youtube.com/watch?v=wdoc6-K1MdU>

Eye Gaze Activities for Emergent Eye Gaze Users



Sensory Cause and Effect Lightbox on a Tobii C-Eye
www.youtube.com/watch?v=TMBKz0ZPp-s

PROFESSIONAL DEVELOPMENT

Teaching Literacy to Students With Significant Cognitive Delays- Free, Online Course

Do you struggle to provide meaningful reading and writing instruction to your students with significant cognitive delays? The Low Incidence Statewide Network of Texas has published a **free, online** course entitled “**Teaching Literacy to Students with Significant Cognitive Delays.**” Join this engaging online session, and discover evidence-based strategies that will address ways in which *all* students can become more literate.

- ✓ [Chapter 1 – Introduction](#)
- ✓ [Chapter 2 – Phonemic Awareness](#)
- ✓ [Chapter 3 – Concepts of Print](#)
- ✓ [Chapter 4 – Vocabulary Developm](#)
- ✓ [Chapter 5 – Fluency](#)
- ✓ [Chapter 6 – Comprehension](#)
- ✓ [Chapter 7 – Writing](#)
- ✓ [Chapter 8 – Putting it All Together](#)

To register, visit <http://ecampus.esc13.net> and enter workshop ID# FA1430887.



Songs that Assist in Transitions

- [Breakfast Time](#) – Jeanne Nelson and Hector Marín
- [Choo Choo Choo Hello](#) – Ahjay Stelino
- [Choo Choo Choo Goodbye](#) – Ahjay Stelino
- [Clean Up Time](#) – Listen and Learn
- [Everybody Wave Hello](#) – Margie La Bella
- [Goodbye My Friends](#) – Silly Goose & Val
- [Good Morning](#) – Jeanne Nelson and Hector Marín
- [Hello, Hello](#) – Jeanne Nelson and Hector Marín
- [Hey, Hello](#) – Margie La Bella
- [It's Time](#) – Linda Conrad
- [Time to Change](#) – Lauren Mayer
- [Time to Say Goodbye](#) – Listen and Learn
- [Time to Sing Hello](#) – Listen and Learn

<http://www.songsforteaching.com/specialneeds.htm>

WEBSITES AND RESOURCES

- <https://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf>
- <http://themighty.com/2015/11/the-brilliant-way-this-special-ed-teacher-starts-class-every-day/>
- <http://www.kcdsg.org/files/content/Supporting%20the%20Student%20with%20Down%20Syndrome%20in%20Your%20Classroom-Teacher%20Manual.pdf>