

News Notes

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



February 2017



Brown Bear Sequencing Tower (Great for any story!)

All you need is various sizes of plastic containers (margarine, playdoh, cookie dough, etc) and pictures of the story characters that

are sized according to when they occur in the story (brown bear being the biggest and the children being the smallest). Tape the pictures to the containers and then pass them out. While reading the story, have students stack their containers. Until you get to what the children see and then use the tower as a model for recalling all of the colored characters.

When teaching students with disabilities:

- Teach to generalize and to consolidate information.
- Go for gist, meaning, and patterns. Try not to get bogged down in details.
- Use scripts and teach strategies selectively.
- Make sure all expectations are direct and explicit. Don't require students to "read between the lines" to glean your intentions.



Writing with Nonverbal Students

Making it Meaningful with
Choice & Voice



www.NoodleNook.Net

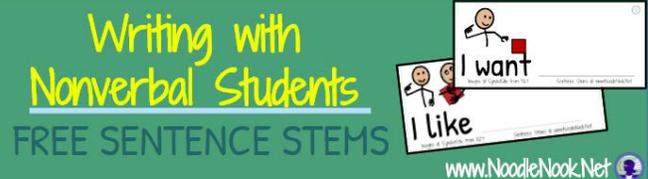
Writing with Nonverbal Students

First things first... there is a difference between the form of writing and the function of writing.

Form: the ability to physically hold a writing tool and make meaningful marks on paper.

Function: the ability to express wants, needs, and ideas through writing. What if you had a couple of picture icons and the student was able to choose the one he really liked best? Then he placed that word into a sentence stem of his choosing. That would be a totally different experience. He would be writing without picking up a pencil or pen. That is Function!

Sentence Stems for Writing with Nonverbal Students



Copying is not writing!

<http://www.noodlenook.net/writing-nonverbal-students/>

Fun With Environmental Print-

<https://goo.gl/1lhgpW>



These are environmental words/symbols they have seen and are usually familiar with.

Great Parent letter asking for help with developing word wall of familiar words.

<https://goo.gl/yTULy0>

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

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<http://www.educationequity4all.com/>

FEATURED IDEA OF THE MONTH



Great to use for matching anything. Also incorporates fine motor skills with academics. Fun manipulative. Make sure to mix up the colors so your students are matching more than just colors.

<http://thestemlaboratory.com/telling-time-matching-up/>

Teach learning strategies for non-verbal expression.

- Consider new technology, computers, and manual signed systems (ASL, SEE, etc.), depending on fine motor skills. Focus on non-verbal methods of communication such as eye contact, pointing, gesturing, and physical movement.
- When starting to use an AAC device, host a training session for those educators and friends who are most actively involved in the student's life.
- Use augmentative communication aids such as picture cards or communication boards early.
- Communication should work with child's desire to socially interact with others in natural and functional settings such as the home environment, extracurricular settings, and the classroom.
- Make sure children have opportunities for choice and control in their lives and
- Incorporate typically developing peers into their therapy to promote social interaction as well as provide typical models of language.
- If a child uses multiple means of communication, ensure all who work with him have the knowledge of when to use one method vs. another.
- Find an AAC system that allows for maximal social reciprocal communication.
- Anyone interacting with the child should have education and training on how to encourage reciprocal communication with the device.
- When starting to use an AAC device, host a training session for those educators and friends who are most actively involved in the student's life.
- Modeling is important for the use of the AAC device and to encourage its use.
- Continue with strategies that improve oral control to maximize their potential as oral speakers.

<https://www.gemssforschools.org/conditions/angelman/ed-supports>

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

AAC in the Classroom for Students with Significant Disabilities

Session 1: A Progression Strategy From BIGmack® to SoundingBoard and Beyond!

Webinar by:
Kelly Fonner, MS
Assistive/Educational
Technology Consultant



<https://goo.gl/xZ8DWB>

WEBSITES AND RESOURCES

<https://goo.gl/0G6CPF>

<http://talksense.weebly.com/switching-skills.html>

<https://goo.gl/EgQWIZ>



PROFESSIONAL DEVELOPMENT

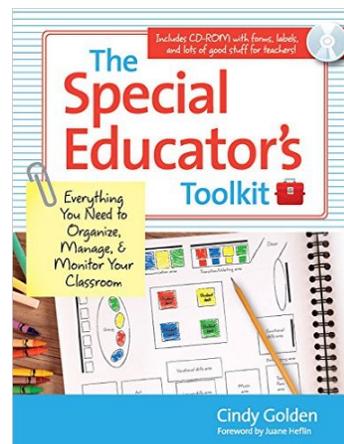
Active Learning Space

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

Active Learning is an approach based on the work of Dr. Lilli Nielsen. It is not just a piece of equipment, such as a "Little Room" or a HOPSA dress, but rather it refers to a total approach, for instructing individuals with severe multiple disabilities. It contains an assessment, a curriculum, specifically-designed equipment, and instructional strategies that support learners to be active participants in their surroundings. It is an approach that can be used with all learners, but is most effective for those who have **significant multiple disabilities and are functioning in the 0-48 month developmental level.** <http://www.activelearningspace.org/>



RECOMMENDED BOOKS & VIDEOS



The Special Educator's Toolkit: Everything You Need to Organize, Manage, and Monitor Your Classroom 1st Edition

by Cindy Golden Ed.D, Juane Heflin