

News Notes

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



September 2015

Strategies for Specific CP Symptoms

Hearing Loss:

1. Talk slower and louder when necessary.
2. Provide visual aids or cues.
3. Look directly at student when having a conversation.
4. Use guided reading techniques to engage students (asking specific questions, using the pictures to guide understanding)
5. Encourage the student to utilize hearing aids, cochlear implants. If the student has them already, make sure you know how they work specifically.

Affected Speech:

1. Recommend speech therapy, or provide if the school has a speech program.
2. Some students have a hard time speaking due to their hearing loss. Look into hearing aids or cochlear implants.
3. Use technology - There are many different programs that will help students. Communication tablets, microphones to project voice, recording devices to review lessons or voice-to-text software.
4. Provide a scribe when extensive writing is required.
<http://cerebralpalsyresource.weebly.com/teaching-strategies.html>

Helpful Hints (Bright Hub Education, 2011)

1. Be patient. CP students are going to require more time
2. Meet with their parents. No one knows that student better. They can help with what techniques work at home. How their medication may make them feel. They can be one of your greatest resources if you reach out to them Work together with the students support team (doctors, speech therapists, physiotherapists, etc. collaboration will be key to come up with the best possible plan for the child)
3. Changing their body position throughout the day. Children with CP get seized muscles and we want to avoid that
4. Provide positive feedback
5. Help facilitate success and confidence

Physical Considerations (TeacherWeb, n.d.)

1. Consider the posture and movement abilities of the student. If the student is comfortable they will be able to learn better.
2. Some students with CP might find sitting in a desk to be uncomfortable. Give the opportunity to try out different positions, like sitting on the floor or at a table. Remember that students with CP need to change positions often to prevent muscle tension and pain.
3. Students with CP might experience muscle stiffness, encourage them to stretch and move around as much as necessary. Help the child with head positioning if they need it.
4. Students with CP typically have poor motor skills. This means that they will have issues holding on to things such as pens. Provide students with assistance with these issues, or develop an alternative way to complete assignments.
5. Because of muscle fatigue, students might become easily tired. Allow the student to rest when needed.



Practical Tips for Teachers How do you address the learning needs of your students with multiple disabilities?

Here are some tips that you can use right away in your classroom.

1. Tap into the student's strengths.
2. Be ready to make modifications.
3. Ask for the program supports or modifications you need to be included in the IEP.
4. Partial participation can make the difference.
5. Learn about assistive technology (AT).
6. Learn about accessible textbooks.
7. Don't give up on a goal; practice and reinforce.
8. Deal with behavior issues.
9. Make the most of paraprofessionals.
10. Be involved in the student's transition planning.

FEATURED IDEA OF THE MONTH

Books Light Up Our World.

Storybook Lanterns



<http://www.mylittlebookcase.com.au/showcase/feature-posts/celebrate-book-week-make-paper-bag-lanterns/>

TEACHING TIPS AND TRICKS-

Readiness to use symbols to communicate

Does the student understand that concrete symbols (symbolic gestures and vocalizations, three-dimensional objects, two-dimensional pictures) represent an activity (event or person)?

The work of Charity Rowland and Phillip Schweigert have demonstrated that tangible symbols may serve as bridge to other symbol systems (such as speech or manual sign language), and that learning to use tangible symbols does not interfere with the acquisition of speech.

Rowland, C. & Schweigert, P. (1990, 1996). *Tangible Symbol Systems*. is one resource for teachers if the student is ready for Tangible Symbols. This resource explains tangible symbols for expressive communication, receptive communication, and levels of representation. The book includes a Tangible Symbol pretest, a comprehension check and progress monitoring tools. It is available on the Design to Learn website through the authors and online at http://osepideasthatwork.org/toolkit/InstPract_tan_sym.asp.



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

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

<http://at4kids.wikispaces.com/AAC++Templates++Boardmaker>

AAC - Templates - Boardmaker

Here are the files for making low tech core books. You must have Boardmaker on your computer to open these files. [Boardmaker](#)

- Core Pages for Stage 1 -2 -3 learners
- Template pages for adding fringe vocabulary to your communication books
- Premade preschool related vocabulary pages for young children- adapt as needed!

WEBSITES AND RESOURCES

<http://adayinourshoes.com/printable-list-of-strategies-sdis-for-your-iep-meeting/>

<http://www.lyrics2learn.com/?pp=0>

<http://lifeovercs.com/10-tips-for-reading-with-special-needs-kids/>

PROFESSIONAL DEVELOPMENT



California Department of Education
Diagnostic Centers: Northern,
Central, Southern

<http://www.dcs-cde.ca.gov/prf/calendar.html>

Diagnostic Center	Counties Served
Northern California 39100 Gallaudet Drive Fremont, CA 94538 510-794-2500	Del Norte, Siskiyou, Modoc, Humboldt, Trinity, Shasta, Lassen, Mendocino, Tehama, Plumas, Glenn, Butte, Sierra, Lake, Colusa, Sutter, Yuba, Placer, Nevada, Sonoma, Napa, Sacramento, El Dorado, Solano, Amador, Alpine, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Clara, Santa Cruz, Monterey, and San Benito.
Central California 1818 West Ashlan Avenue Fresno, CA 93705 559-243-4047	San Luis Obispo, northern Kern, Tulare, Kings, Fresno, Madera, Mariposa, Merced, Stanislaus, San Joaquin, Tuolumne, Calaveras, Amador
Southern California 4339 State University Drive Los Angeles, CA 90032 323-222-8090	Mono, Inyo, southern Kern, Santa Barbara, Ventura, Los Angeles, San Bernardino, Orange, Riverside, San Diego, Imperial

Regional Workshops, Conference Presentations

Each Diagnostic Center offers state-of-the-art professional development and training programs for both district staff and parents. These presentations and workshops are typically prescheduled through regional workshops and in-services, presentations at major state and national professional conferences, and sponsorship of major conferences on a regional or statewide basis.