

News Notes

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



October 2017

Down Syndrome Awareness Month



October is Down Syndrome Awareness Month, a chance to spread awareness.

During the month of October, we celebrate people with Down syndrome and make people aware of our abilities and accomplishments.

It's not about celebrating disabilities, it's about celebrating abilities.



The Inclusive Class

Strategies for Full Inclusion with Nicole Eredics

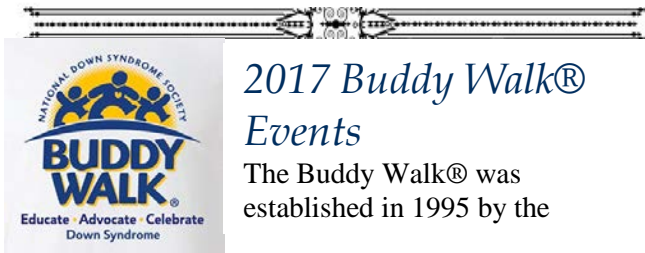
5 Easy Ways to Teach
Students with
Intellectual
Disabilities in Your
Classroom

Framework for an Inclusive Lesson

To facilitate inclusion and improve educational equality for students who work below grade level, teachers can modify class lessons to meet the needs of individual students. 1

The extent to which a lesson is modified depends on the goals of the student's Individual Education Plan. How the lesson is modified depends on strategies used by the teacher. These modifications can be made directly on the class activity or through an alternate format (i.e. assistive technology). Here are 5 easy strategies that teachers can use to effectively modify class activities for students who work below grade level ([Click here for visual examples.](#)):

1. Break down the assignment
 2. Break down the answers
 3. Take the lesson off the page
 4. Guided practice
 5. Provide an alternate task on the same page
- <https://goo.gl/XeGR07>



2017 Buddy Walk® Events

The Buddy Walk® was established in 1995 by the

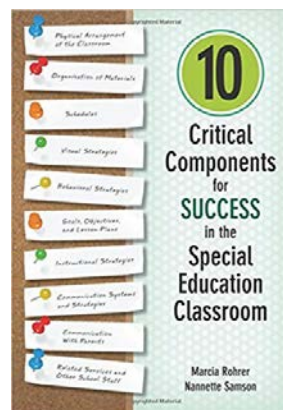
National Down Syndrome Society to celebrate Down Syndrome Awareness Month in October and to promote acceptance and inclusion of people with Down syndrome.

<http://www.ndss.org/Buddy-Walk/Find-a-Buddy-Walk/>



Educator training and support is provided by participation in our Equipping Educators program. This program will equip educators to best serve those students with Down syndrome in their classrooms. Club 21 will provide up-to-date research, tools, resources and strategies to educators through two conferences (Fall and Spring) Educators will participate in an educational cohort of their peers. These trainings are specifically designed to assist professionals in teaching students with Down syndrome, although many topics are applicable to all students, with or without special needs.

<https://goo.gl/Vhy6WU>



10 Critical Components for
Success in the Special
Education Classroom 1st
Edition

by Marcia W. Rohrer, Nannette M. Samson

<https://www.amazon.com/Critical-Components-Success-Education-Classroom/dp/1483339165>

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

Tana Donaghy, President, Educational Equity For All
Msstanad@educationequityforall.org; 909-964-5057
<http://www.educationequity4all.com/>

FEATURED IDEA OF THE MONTH

PVC Pipe Easel



The easel has been designed by Julie Brickhouse, a teacher on the Deaf-Blind Model Classroom Project in North Carolina.

<http://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/pvc-pipe-flip-chart-easel/>



You can use dice for so many engaging activities with your students. This simple tool can be accessed by everyone. Put sheet protectors on each side instead of dots and you can change out the

sides to accommodate every content areas. Example: Numbers, words, pictures of students, pictures for answers, etc.

<http://www.thecrafttrain.com/easy-diy-giant-dice/>

Books to Teach Rules and Procedures



Use these 35+ Books to Teach Rules and Procedures for the classroom. Helpful for any teacher. Combat blurting out, tattling, lying, stealing, and bullying.

<http://kindergartenchaos.com/books-to-teach-rules-and-procedures/>

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION



International Society for Augmentative and Alternative Communication

International AAC Awareness Month is celebrated around the world each October. The goal is to raise awareness of augmentative and alternative communication (AAC) and to inform the public about the many different ways in which people communicate using communication devices.

WEBSITES AND RESOURCES

<https://goo.gl/tKzbD3>

<https://goo.gl/ZbyuEk>

<https://goo.gl/7F5WmT>

PROFESSIONAL DEVELOPMENT



CALIFORNIA DEPARTMENT OF EDUCATION

Diagnostic Center, Southern California

10/3/2017 8:30-11:30 R-1 Still Not Producing: Assessment and Intervention for Executive Function Difficulties - Intermediate Level

Presenter: Dr. Scott Gutentag

Mayra Romero (310) 842-4220 x 4210

mayraromero@ccusd.org

10/3/2017 8:30-2:30 S-4 Teaching Students with Moderate to Severe Intellectual Disabilities *Presenter:* Margot Glasgow Anna Hernandez (909) 476-6158

anna.hernandez@sbcss.net

10/5/2017 8:30-2:30 S-4 Teaching Students with Moderate to Severe Intellectual Disabilities *Presenter:* Margot Glasgow Doris Cristobal (562) 868-0431 x 2118

DCristobal@nlmusd.org

10/10/2017 8:30-2:30 S-1 An Introduction to the What's & Not's of Attention Deficit Hyperactivity Disorder (ADHD): Implications for Behavior and Instruction *Presenters:* Dr. Scott Gutentag and Kathy Whelan-Gioia April Hatcher (760) 955-3552

April.Hatcher@cahelp.org

10/17/2017 8:30-2:30 S-1 An Introduction to the What's & Not's of Attention Deficit Hyperactivity Disorder (ADHD): Implications for Behavior and Instruction *Presenter:* Dr. Scott Gutentag and Kathy Whelan Gioia

Monika Gyls (661) 274-4136

MGGyls@palmdalesd.org

10/17/2017 8:30-2:30 S-1 An Introduction to the What's & Not's of Attention Deficit Hyperactivity Disorder (ADHD): Implications for Behavior and Instruction *Presenters:* Dr. Scott Gutentag and Kathy Whelan-Gioia Jessica Barba (714) 828-1766 x 0

JBarba@ocde.us

10/24/2017 8:30-11:30 R-3 Assessment and Intervention for Childhood Apraxia of Speech (CAS) *Presenter:* Elizabeth Beirne Geri Townsend (562) 461-8702

Townsend_Geri@lacoedu

10/26/2017 8:00-2:00 A-2 Evidence-Based Practices for Students with Moderate-Severe ASD *Presenter:* Margot Glasgow Fabiola Vasquez (760) 761-5119

fvasquez@sdcoe.net

10/26/2017 8:00-2:00 S-1 An Introduction to the What's & Not's of Attention Deficit Hyperactivity Disorder (ADHD): Implications for Behavior and Instruction