

Ten Tips for GENERAL EDUCATORS

With collaboration and focused efforts, all students can actively participate in the classroom.

1 – Promote Socialization

Seat students with students. Adults sitting with students may discourage peer interactions. Encourage para-educators or classroom assistants to sit off to the side or away from students.

2 – Vary Your Instructional Methods

Make learning an active experience for ALL students. Create cooperative learning groups and encourage partner learning. Provide a variety of resource materials, workshop formats, and experiential activities. Have students demonstrate knowledge in a variety of ways.

3 – Establish Learning Goals

Work with the special education team to clarify learning goals for students with IEP's. Check to see that your students are continually working toward their learning objectives. Assess student knowledge no matter their level of ability.

4 – Share Your Lessons and Plans

You are not alone. When you share your teaching plans, the special education team can modify the content to meet the needs of students with disabilities.

5 – Get to Know Your Students

Greet students as they enter the classroom. Saying hello teaches social and communication skills. Ask about their home, pets, or social life.

6 – Expect Success

Expect ALL students to learn and participate in your classroom. Tell students what you expect. Adjust the demands of activities or assignments to match the student's abilities.

7 – Treat Students Equally

Maintain behavior expectations and disciplinary methods for ALL students in your classroom. Share your expectations with other adults.

8 – Speak Directly to Students

Resist temptations to talk through para-educators who accompany students. Direct greetings, explanations and questions to the student.

9 – Ask Content Questions Daily

When students respond to content questions they are practicing social and communication skills as well as learning the content. Your informal assessments and teaching observations can provide useful insights into possible curriculum modifications.

10 – Share Ideas and Feelings

Express your fears and opinions. Phrase concerns in specific terms. Instead of saying, "I don't think this student belongs here!" Try, "How can I make Shakespeare meaningful for this student?"

Ten Tips for SPECIAL EDUCATORS

Collaborate to promote the participation of students with disabilities in the inclusive classroom.

1 – Visit the Inclusive Classroom

Assess student progress and participation in the classroom setting. Your lesson modifications, accommodations, and learning goals will be more meaningful.

2 – Develop a Rapport with Teammates

Talk with classroom teachers in person. Encourage others to voice concerns, hopes and fears. Even a two minute chat between classes can establish collaboration.

3 – Bolster Student/Teacher Relationships

Brag about your student's strengths. Tell the classroom teacher how your student participates. Never apologize for placing a student in an inclusive classroom or promise that a student will "not be a bother."

4 – Define Roles and Expectations

Tell classroom teachers your role, and explain how you can help. Specify what you will need to increase student participation. Discuss discipline and behavior expectations.

5 – Watch Your Language

Avoid acronyms or language specific to your field. Good collaboration stems from good communication. Use people first language.

6 – Friends are Natural Supports

Peers can walk together between classes, record messages on communication devices or assist at lunch.

7 – Supervise Para-educators

Give para-educators explicit instructions. Outline duties in detail. Always follow up and monitor how things are going in the classroom.

8 – Use the Expertise of Others

Solicit the classroom teacher's participation. Ask for the syllabus, learning objectives, outcome standards, rubrics and any specific content information.

9 – Invite Students to IEP Meetings

Students who attend their own meetings understand their role and responsibility as active learners. Ask peers, family, friends, and teachers to share their goals and expectations with the student.

10 – Promote Active, Experiential Learning

Assist in planning cooperative learning groups, centers, partner learning, and project based lessons. Alternative methods encourage active learning for ALL students.

Ten Tips for PARA-EDUCATORS

Classroom aides can support teaching, foster student independence, and discourage learned helplessness.

1 – Facilitate Peer Relationships

Remind others to communicate directly with the student. Let students choose their own seat or place in the classroom. Give students the space and freedom to socialize and develop friendships.

2 – Multi-task in the Classroom

Use class lectures as an opportunity to program a student's communication device, plan accommodations or modifications, and develop curriculum materials. Time away from the student's side promotes independence.

3 – Ask for Help

You are not alone. Ask for direction in the classroom. Request assistance with disciplinary issues. Leave decisions about content and curriculum modifications or accommodations to the teacher.

4 – Let Students Make Mistakes and Take Risks

Everyone learns from mistakes. Allow natural consequences to be part of the student's classroom experience.

5 – Watch Your Voice and Volume

Discussions with other adults or students during instruction can be disruptive to the class. Save important discussions for after class.

6 – Maintain Student Dignity

Assume the student can do it! Be discreet about the student's physical needs. Schedule tube feedings, splint adjustments, stretching exercises and toileting for in-between classes.

7 – Communicate and Consult with Caregivers

Listen to what families have to say and keep them informed. Learn the strategies that work at home and can work at school.

8 – Give as Few Prompts as Possible

Foster independence. Fade out hand-over-hand assistance and use it to teach a task, not to complete a task. Resist the temptation to give verbal directions for every aspect of a task.

9 – Help Students Create Authentic Work

Students learn when they actively participate in assignments. Avoid completing assignments, taking tests, or answering questions for students. Show caregivers their child's genuine work and progress.

10 – Let Students Make Choices

Give students the ability to control their lives and interact with the environment. Offer choices to the student no matter how insignificant they may seem.

Challenging Behavior in the Classroom

Communication is the key. Examples:

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like “don’t” because it is a short word for “do not” and he/she may not know what the “negation” of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior.
7. Be enthusiastic and generous with encouragement. Children can never get enough!

Avoid

Say/Model

Remember

Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking. Thanks for walking!
Stop climbing!	Keep your feet on the floor	Wow! You have both feet on the floor!
Don't touch!	Keep your hands down; Look with your eyes	You are such a good listener; you are looking with hands down!
No yelling!	Use a calm voice; Use an inside voice	[In a low voice] Now I can listen, you are using a calm (inside) voice.
Stop whining!	Use a calm voice; Talk so that I can understand you; Talk like a big boy/girl	Now I can hear you; that is so much better. Tell me with your words what's wrong.
Don't stand on the chair!	Sit on the on the chair	I like the way you are sitting! Wow you're sitting up big and tall!
Don't hit!	Hands down; Hands are for playing, eating, and hugging; Use your words (Give child appropriate words to use to express emotion)	You are using your words! Good for you!
No coloring on the wall!	Color on the paper	Look at what you've colored! Pretty picture!
Don't throw your toys!	Play with the toys on the floor	You're playing nicely. I really like to watch you play!
Stop playing with your food!	Food goes on the spoon and then in your mouth; Say "all done" when finished eating	Great! You're using your spoon! What nice manners, you said "all done;" you can go play now.
Don't play in the water/sink!	Wash your hands	Thanks for washing you're hands! I can tell they are really clean!
No biting!	We only bite food; Use your words if you're upset (Give child appropriate words to use to express emotion)	You're upset, thanks for telling me!
Don't spit!	Spit goes in toilet/tissue/grass; Use your words (Give child appropriate words to use to express emotion)	I like the way you used your words! Thanks for using your words!

How to Make a Visual Schedule

Guide to supporting young children with challenging behavior

1. Gather Materials such as scissors, glue stick, poster board, clear contact paper, Velcro, pictures (photographs, pictures from magazines, computer programs, food labels, etc.).
2. Choose pictures for the schedule you wish to create. Keep in mind that a visual schedule helps children anticipate transitions and activities. It may outline parts of a day, half-day or an entire day.
3. Cut your pictures. Mount (glue) on same size poster board or manila folder for durability. Keep in mind your child's developmental level.
4. Laminate or cover the pictures with clear contact paper.
5. Put a small piece of Velcro on the back center of each picture. Use the same type of Velcro for the back of the pictures and the opposite type for the schedule board.
6. Create a strip/board to hold the pictures using poster board. Make it long enough to hold pictures for several activities. Laminate and put a Velcro strip across or down the center. Put Velcro on the backs of the pictures to attach to the strip on the schedule. If needed add a pocket at the end that represents "finished" or "all done." Otherwise pictures can be turned over to indicate "all done." In this case, a piece of Velcro goes on the front of the picture and on the back.
TIP: The schedule may be vertical or horizontal.
7. Velcro the pictures to the schedule in the order activities occur. Depending on the child, use only a few pictures at a time (e.g., part of a day) OR individually present the pictures to the child by pulling them off of the schedule to show them.
8. Show the schedule to the child. Orient the child to the schedule and model by hand-over-hand, touching, or pulling off the pictures. Remove pictures with the child at the end of each activity and place in pocket or turn them over.
9. Use the schedule! Keep the schedule near the child and at eye level. Use the schedule as part of the class routine. Praise child for following the schedule appropriately.

Photograph Tips

1. Children communicate and understand at **different symbolic levels**. First, determine your child's "**visual stage**" (or combination of):

Symbolic Level	Description of Symbolic
Object Stage:	use of actual objects to communicate
Photograph Stage:	use of real photographs (photo, digital, scanned, magazines, catalogs, coupon adds, etc.) for communication needs
Picture Symbolic Stage:	use of colored line drawings (hand drawn or commercially produced) for communication needs
Line Drawing Stage:	use of black and white line drawings (hand drawn or commercially produced) for communication needs
Text Stage:	use written form of words and/or numbers for communication

2. Add text to photographs, pictures, and line drawings to promote reading. Text also helps adults use the same language for a particular item.
3. Present visuals from left to right if your child scans horizontally or top to bottom for vertical scanners. The orientation depends on how the child scans.
4. **Photographing tips:**
Place item or object on a solid/high contrasting background when taking photo. Note: If you want to communicate, "go potty" take a photograph of the toilet; to help the child focus on the main item avoid including other items in the picture. Try to take the photograph from the child's perspective.
5. **Preparing the picture visuals:**
Make the "picture" sturdy, easy to handle, and durable by using cardstock, or glue to a manila file folder, then cover with contact paper or laminate.
6. **Pictures can be obtained from a variety of places:**
Photographs: camera, digital, computer scanning, magazines, catalogs, coupons, advertisements, Izone Camera, internet sites, commercial computer programs...

Picture Symbols & Line Drawings: computer scanning, magazines, catalogs, coupon adds, internet sites, commercial computer programs, coloring books and dittoes, hand drawn pictures, etc.

The Numicon Project



The Numicon Project is a collaborative endeavor to facilitate children's understanding and enjoyment of math.

The Project was founded in the daily experience of intelligent children having real difficulty with math, the frequent underestimation of the complexity of the ideas that we ask young children to face and recognition of the importance of math to them and to society as a whole.

We appreciate the complexity of these early number ideas and seek to foster the self-belief necessary to achieve in the face of difficulty; we are not about 'making math easy'.

We believe that the combination of action, imagery and conversation helps children to structure their experiences, which is such a vital skill for both their mathematical and their overall development.

By watching and listening to what children do and say, we and many others are finding that our developing multi-sensory approach provides learners with the opportunity to play to their strengths, thereby releasing their potential to enjoy, understand and achieve in math. This enjoyment in achievement is also shared by teachers and parents.

TouchMath

The Alphabet of Mathematics® Since 1975

Why teach TouchMath?

Each day we hear from educators like you who tell us that TouchMath helps them reach different types of learners, build strong skills and raise math test scores. Decades of research support these classroom experiences citing TouchMath's multisensory approach and adherence to child development protocol as key factors.

Here's why teachers have relied upon TouchMath for more than 30 years:

- Research-driven, multisensory approach works for students of all ability levels and learning styles
- TouchPoints help develop math literacy and bridge the gap to memorization
- Step-by-step methodology guides students through the concrete and pictorial stages to abstract learning
- Periodic assessments prepare students for testing
- Teacher training opportunities
- Materials are affordable and 100% guaranteed

See It, Say It, Hear It, Touch It, Learn It - Only with TouchMath.

Children learn most effectively when all of their senses are involved. As they see, say, hear and touch using our signature TouchPoints on the numerals, they easily make the connection between the numeral and the quantity it represents. Here's why teachers have relied upon TouchMath for more than 30 years:

- Research-driven, multisensory approach works for students of all ability levels and learning styles
- TouchPoints help develop math literacy and bridge the gap to memorization
- Step-by-step methodology guides students through the concrete and pictorial stages to abstract learning
- Periodic assessments prepare students for testing
- Teacher training opportunities
- Materials are affordable and 100% guaranteed

TouchPoints.

TouchPoints are unique to the TouchMath program and provide these advantages

- Children enjoy a multisensory math experience while keeping their attention focused on their papers
- Older students and students with learning differences can use TouchPoints as a portable, invisible tool for as long as needed
- Students arrive at the correct answer without guessing
- TouchPoints help develop comprehension and memorization

TouchMath

The Alphabet of Mathematics® Since 1975

Visual Cues.

The TouchMath program uses visual cues such as arrows, boxes and dotted lines to guide students to the correct answer and promote good habits. Visual cues help to:

- Develop left/right directionality
- Reduce number reversals
- Periodic assessments prepare students for testing
- Understand place value
- Simplify and clarify all areas of computation

$$\begin{array}{r|l}
 \text{Tens} & \text{Ones} \\
 \hline
 \boxed{1} & \downarrow \\
 75 & \\
 + 17 & \\
 \hline
 92 &
 \end{array}$$

$$\begin{array}{r|l}
 \text{Tens} & \text{Ones} \\
 \hline
 8 & \downarrow \\
 91 & \\
 - 53 & \\
 \hline
 38 &
 \end{array}$$

Step-by-step strategy.

Our sequential strategy is structured so that students fully understand one skill before we introduce the next. They feel optimistic and confident as they assimilate new information. You save the time and frustration of teaching and re-teaching.

$$\begin{array}{r}
 8 \\
 + 5 \\
 \hline
 13
 \end{array}$$

Beginning Addition

$$\begin{array}{r}
 9 \\
 + 7 \\
 \hline
 16
 \end{array}$$

Addition with Counting On

$$\begin{array}{r|l}
 \text{Tens} & \text{Ones} \\
 \hline
 & \downarrow \\
 63 & \\
 + 15 & \\
 \hline
 78 &
 \end{array}$$

Double-Digit Addition with Visual Cues

$$\begin{array}{r|l}
 \text{Tens} & \text{Ones} \\
 \hline
 \boxed{1} & \downarrow \\
 64 & \\
 + 28 & \\
 \hline
 92 &
 \end{array}$$

Double-Digit Addition with Regrouping

Age-appropriate materials.

Our designers are acutely aware of the importance of building student self-esteem as we deliver information. For young children, this means plentiful workspace, a manageable number of problems on each page, large print, instructions that do not require reading skills, coloring pictures and games. Materials for older students of varying ability levels use fewer pictures and age-appropriate content.

$$\begin{array}{r|l|l}
 \text{H} & \text{T} & \text{O} \\
 \hline
 \boxed{1} & \boxed{1} & \downarrow \\
 536 & & \\
 + 278 & & \\
 \hline
 814 & &
 \end{array}$$

Three-Digit Addition with Visual Cues

$$\begin{array}{r|l|l}
 427 \\
 + 349 \\
 \hline
 776
 \end{array}$$

Three-Digit Addition With Some Cues

$$\begin{array}{r}
 380 \\
 + 167 \\
 \hline
 547
 \end{array}$$

Three-Digit Addition Without Cues

Handwriting Without Tears®

Handwriting Without Tears® is a proven success in making legible and fluent handwriting an easy and automatic skill for all students.

HWT uses fun, entertaining, and educationally sound instructional methods to teach handwriting to all students: pre-k through cursive. The well-planned lessons require minimal preparation time. Thousands of administrators, teachers, therapists, and parents across the country have successfully implemented the program. The result truly is handwriting without tears for all!

The Handwriting Without Tears® teachers' guides are designed for the busy educator to provide easy lessons, teaching strategies, tips, advice, and teaching guidelines for daily instruction. They are packed with everything you need to teach handwriting successfully:



- Individual guides by grade packed with tips and activities
- Lesson plans for each page of the student workbooks
- Multisensory lessons
- Teaching guidelines by day and week
- Strategies for integrating with other language arts programs
- Tips for succeeding on all styles of paper
- Scope and sequence of handwriting instruction
- Strategies for identifying and correcting problems



Nevertheless, we are constantly developing new ideas and content that makes handwriting easier to teach and learn. To make this information available to our users, we have created a password protected section of our website exclusively for those who have a 2008 Edition teacher's guide. In this section, you'll find:

- New tips
- In-depth information about topics covered in the guides
- Extra practice sheets
- Other instructional resources
- Materials to share with students, parents, and peers

Reading, Writing, and Language Arts Support Sites

- Storyline Online--www.storylineonline.net
- Starfall--www.starfall.com
- Book Flix--
www.montgomerycountymd.gov/apps/libraries/researchinfo/bookflix_remote.asp
- Reading A to Z--www.readinga-z.com/
- Scholastic Book Wizard--<http://www.scholastic.com/bookwizard/>
- Spelling City— www.spellingcity.com
- Read Works--<http://www.readworks.org/>
- Free Rice--<http://freerice.com/#/english-vocabulary/1429>
- Interactives--<http://www.learner.org/interactives/spelling/index.html>
- Here is the link to the story Chester's way both read aloud and in ASL:
 - <http://www.storylineonline.net/chesters-way/>
- Here is the main link where different actors/actresses are reading children's books to get kids into reading:
 - <http://www.storylineonline.net/>
- Reading strategies for teaching reading to children with Down Syndrome
https://m.youtube.com/watch?v=oW_sExZjGEs