

SENSORY BOXES

In a November 2009 article in *OT Practice* magazine, the formation and use of Sensory Boxes was discussed. Sensory boxes are intended to allow students a variety of items for use with their prescribed sensory diet. If you have any questions or would like to develop something like this for one of your students, contact your Occupational Therapist! Here are some thoughts from the article.

1. Establish rules for the box - take care of the items, get permission from a staff member, return items before returning to class, etc.
2. Determine types of equipment for box dependent on student needs -
 - a. Weighted deep pressure / calming equipment such as weighted blanket, weighted animals, spandex hugs, large balls, music makers.
 - b. Tactile equipment such as shaving cream, flarp, silly putty, sensory ball, rice and bean / cornmeal container, moon sand.
 - c. Oral - motor equipment such as hard candy, gum, licorice, pretzels, bubbles.
 - d. Scented equipment - choose scents that are not irritating to the students who are using them or the others who will come into contact with them.

How is this different than what you are already doing for students with sensory needs? It may not be. It may be simply putting an organizational structure to the activities and focusing on teaching the student to use the objects needed at appropriate times.

Here is a website that provides additional information for you and your OT to discuss for your students.

<http://kidcompanions.com/customize-your-childs-sensory-box-what-items-to-choose-and-why/#.UVoldKKyDgc>

Coming Soon...

International Pillow Fight Day	April 6, 2013
IEP Saturday	May 4, 2013
End of Year Paperwork Deadline	May 9, 2013
Last Student Day	May 22, 2013
New Sped Teacher Training	August 7 and 8, 2013

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**PARAPROFESSIONAL
APPRECIATION DAY ON
APRIL 3**

notes from ASSEC

"Larry Kortering's examination of what factors contribute to [students] dropping out was both useful and insightful to me. We all know what we (teachers) think causes students to decide to drop out. We would never think that we could be the prime motivator. The idea that most students cited a problem that they had with ONE teacher is very scary. I wondered if I might have done that. Wow! Cultivate mellowness. While the viewpoint of the student may just be a rationalization for failure and frustration in other areas, there can be no doubt that they believe the story that they tell themselves and others, and changing this perception could be pivotal. -- Rob Ernst, Nikiski Middle and High

Autism in America - Statistics by Year

1960 – 1 in 10,000 2005 – 1 in 260 2010 – 1 in 110 2013 – 1 in 88 (including 1 in 54 boys)
-- Mitch Ploch, Skyview High School

"Social stories and video modeling can be combined. For example, a script, like a social story, can be written and rehearsed. Then the student can be recorded while performing the target skill and the video embedded in a PowerPoint presentation or movie with subtitles. Important concepts to remember for video modeling include: (1) choosing a defined target skill, (2) recording the student performing the skill (not another person), (3) making the video available to the student before the skill is needed and until the skill is mastered, and (4) possibly recording the student performing the same skill in multiple environments to assist with generalization." -- Cindy Detrow, Speech Language Pathologist

COVER PAGE REMINDERS

The IEP cover page has a section for parents to give consent for transition agencies to attend a student's IEP meeting. Here are some additional guidelines that will hopefully be helpful.

1. If the student is a junior, DVR must be considered for participation in IEP meetings.
2. If, after careful consideration, no transition agencies are appropriate, there should not be a signature on the parent signature line. Instead write "Not appropriate for this meeting." Be sure to consider participation annually.

The district must obtain parental consent regarding transition agency participation.

- I give my consent for the following transition agency(ies) to participate: _____
- I do not give my consent for the following transition agency(ies) to participate: _____

Parent Signature _____

Ask **any non-KPBSD representative** present at the meeting to write the name of their agency / company on the line next to their signature or next to the word "other" under their signature line.

Other _____

Date _____

Call your friendly neighborhood Pupil Services if you have any questions!!

Pre-K Math Enrichment (Not just for Pre-K)

According to Cindy Middendorf, a training consultant and veteran kindergarten teacher, most early childhood brain research indicates that children between 4 and 7 years old are primarily right-brain thinkers. The best ways to work with this are to provide whole-picture and multisensory classroom instruction. "Often times, we're too quick to say that a child has a specific learning disability," Middendorf said. "More often than not, it's a problem with conceptualizing because most of our math instruction for decades has been the traditional left-brain, logical, sequential type of instruction. That's mainly because math lends itself to that kind of instruction." Some ideas of how to work with students are included in the March 27, 2013 Special Ed Connections e-newsletter.

- ⇒ **Develop students' math language.** Students often need to develop the language of math before they can understand its concepts. For example, without concrete experiences of what "equal" means, students will likely fail to grasp the concept.
- ⇒ **Ensure students internalize concepts.** Research has indicated that students in second and third grade who are struggling in math are the ones who never developed an internalized sense of numbers.
- ⇒ **Build problem-solving skills.** Teachers often compartmentalize math when the child's developing brain needs the big picture. When teaching the number 3, for example, teachers can also introduce triangles to make connections for the children. Children with special needs may need visual references, so your teachers might provide them with three straws to make a triangle.
- ⇒ **Use technology in moderation.** Technology provides strong visual and auditory engagement. However, early childhood teachers need to be aware of children's developing vision and the impact of extended periods of time in front of a screen. Also, there is often little socialization among children when using technology. "Technology should be used in small doses with mammoth breaks in between."
- ⇒ **Explore development opportunities.** Early childhood centers and schools may lack the funds to send teachers to conferences for professional development, so explore alternative resources. "TeacherTube has phenomenal model lessons that provide examples of teachers and students interacting on concepts," Middendorf said. Though TeacherTube does not necessarily show lessons or strategies that are research based, it does give some ideas that may be helpful.

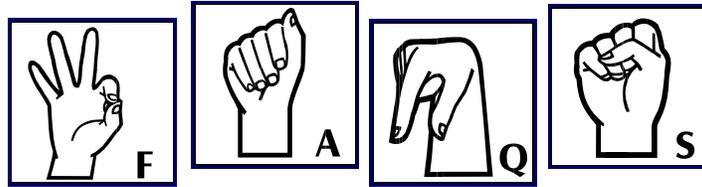
CELEBRATIONS!

We have a special spot in the newsletter for celebrations of staff excellence and innovation. If you know any person or team to celebrate, please let Denise Kelly know!

Through much collaboration and dedication, the Nikiski Middle and High School intervention and special education staff have begun to align their interventions and special education services, particularly in the area of language arts instruction with the Language! curriculum and Read 180.

Hats off to the team at Nikiski Middle / High for working together to ensure a fluid continuum for the provision of services for your students!





- Q: I have a student on my caseload who is also enrolled with Connections. Who should be invited to the IEP or 3 - year reevaluation meeting?
- A: If a student is dually enrolled, staff from the school and from Connections should be involved in meetings. To ensure that the right people from Connections makes it to the meeting, contact the special education teacher at Connections who will ensure that all appropriate players from Connections will be invited. Your meeting invitation can list, "Connections staff" as an invitee.
- Q: What is that Indicator 13 checklist?
- A: This checklist refers to the requirements regarding secondary transition. Here is a link to the requirements and the checklist: <http://www.nsttac.org/sites/default/files/assets/pdf/ChecklistFormB.pdf> We will continue to work on and monitor the components of this checklist as new state reporting requires districts to report on ALL 8 indicator 13 questions beginning July 2014.
- Q: When considering ESY eligibility, isn't it about whether students would "benefit" from the service?
- A: No!! Almost all students would "benefit" from services over a long break like summer. Students who are eligible for ESY services "need" the service in order to fully access their free and appropriate public education (FAPE) and make progress towards their IEP goals and objectives.
- Q: Where can I find all of the new and old information that Pupil Services has to offer?
- A: Our new resource page courtesy of the one and only, Laura Rhyner! Check it out!
<http://pupilservices.blogs.kpbsd.k12.ak.us/wpmu/>

Oh, the lovely fickleness of an April day!

- William Hamilton Gibson

*Administrative
Professionals Day*

April 24, 2013

