



PROGRESS NOTES

907-714-8881 February 2015

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If a Student Has Difficulty, Try This!

If student has difficulty ... Then try this...

- | | |
|--------------------------------------------|---------------------------------------------------------------|
| Becoming interested | ⇒ Tell stories |
| | ⇒ Establish relevancy |
| | ⇒ Provide concrete experiences |
| | ⇒ Read story or article aloud to stimulate interest |
| | ⇒ Seat student close to teacher |
| Getting started | ⇒ Give cue to begin work |
| | ⇒ Give smaller amounts of work |
| | ⇒ Provide immediate feedback |
| | ⇒ Sequence work |
| | ⇒ Provide time suggestions |
| | ⇒ Check on progress |
| | ⇒ Peer tutor |
| Keeping track of materials and assignments | ⇒ Use a notebook |
| | ⇒ Use large envelope for each subject |
| | ⇒ Give extra assignment sheets to resource teacher and parent |
| | ⇒ Write assignment on board |
| | ⇒ Give incentives for bringing supplies |

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Thanks to KPBSD school psychologist, Dr. Terese Kashi for providing the information for this series of newsletter articles.

Coming Soon...

National School Counseling Week	February 2 - 6
Early Release	February 4
Parent Conferences	February 5 and February 6
ASSEC	February 7 - February 13
Autism Sunday	February 8
National Stop Bullying Day	February 9
Angelman Syndrome Day	February 15
Champion Crab Races Day	February 17
District Budget Meeting	February 18
IEP Saturday	February 28

"If you have only one smile in you, give it to the people you love."

-Maya Angelou



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Reminders/Precautions about Airwalker (snuggle) Swings:

Airwalker / snuggle swings are beneficial for a lot of students with sensory modulation issues. When used skillfully, they have the potential to purposefully either calm or alert a nervous system. This dual use is one of the reasons the swings are helpful with so many of our students, but it also means a possibility exists for us to evoke a response opposite to that which we intend. When using swings, it is possible to bring a child down too far and bottom them out. It is also possible to provide so much intensity that we disorganize their system.

Vestibular interventions, such as swinging and spinning, have an especially strong impact on a child's nervous system. Many of our students have compromised nervous systems, so when one of them uses a therapeutic swing, they should always be monitored for autonomic nervous system responses. Watch for responses such as a pale appearance, flushing, fast or shallow breathing, glassy staring, pupil dilation / constriction, sudden quietness or withdrawal, sweating, going to sleep, negative facial or emotional expressions, "revving up", dizziness, vomiting, behavioral disorganization, etc. Anyone supervising the student should know general sensory interventions to use at the time negative responses occur. If an OT or PT is consulting on the use of the swing and an autonomic response occurs, stop the swinging and contact the therapist. If you are using swings with children outside the consultation of an OT or PT, reassess your approach. Please call the OT or PT any time you have any questions.

CELEBRATIONS!

We want to have a special spot each month for celebrations of excellence and learning within our district. If you have a celebration about a colleague, a school or about yourself, email it to Denise Kelly!

Resource Teachers Bobbie Spence and Mary Roed from Redoubt Elementary and Cynthia Fudzinski from Tustumena Elementary have been **nominated** for the **2015 Inclusive Practices Award**. This is an award given by the Governor's Council on Disabilities and Special Education to recognize outstanding educators who work to ensure students with disabilities have the opportunity for an inclusive education in the general education curriculum. The nominations are based on the following activities that assure a positive learning environment for all:

- Involving parents as equal partners in their child's education
- Encouraging student's self-determination
- Emphasizing inclusive practices amongst peers and others
- Providing leadership in sharing the values of inclusion
- Designing support services that enable access to the regular curriculum
- Modifying programs or curricula as needed

WAY TO GO BOBBIE,
MARY AND CYNTHIA!!



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If a Student Has Difficulty, Try This!

If student has difficulty ...

Then try this...

Completing tasks on time

- ⇒ Reduce amount to be accomplished
- ⇒ Allow more time
- ⇒ Provide checklists
- ⇒ Provide closure at points along the way
- ⇒ Break tasks into smaller parts

Staying on task

- ⇒ Reduce distraction
- ⇒ Increase reinforcements
- ⇒ Provide checklist
- ⇒ Reduce amount of work
- ⇒ Give break

Understanding cause / effect; anticipating consequences

- ⇒ Use concrete examples
- ⇒ Use real life situations
- ⇒ Teach cause and effect directly, such as role playing, brainstorming, and / or simulation

Seeing relationships

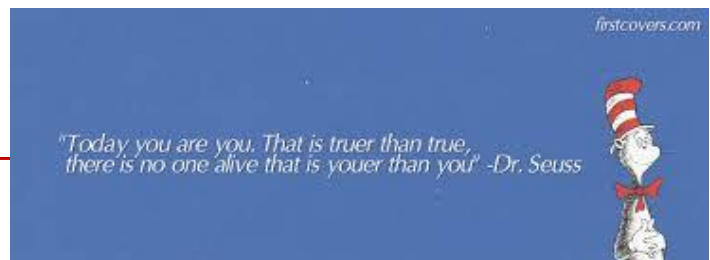
- ⇒ Directly point out relationships
- ⇒ Draw arrows on worksheets or test to show that ideas are related
- ⇒ Provide direct practice
- ⇒ Provide headings or a partially filled in charts, for example

Reminder!

**All IEPs and ESERs that will expire
between August 2015 and**

**September 15, 2015 MUST be completed before
the May 8 paperwork deadline.**

Mark your calendars and start now!!



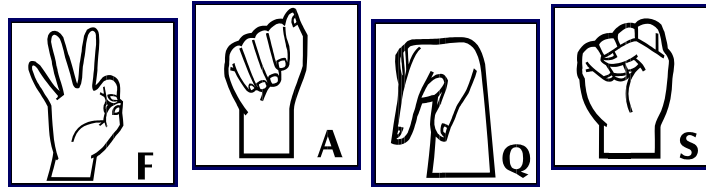


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Q: Should a nurse be invited to the IEP meeting? The nurses are often gone from work when we have the IEP meetings, what should I do?

A: If a student has medical needs that are addressed by the IEP team, then the team should invite the nurse. Even if the nurse cannot be there, please make sure that they provide any necessary information prior to the meeting and that they receive all relevant information following the meeting.

Q: Where do I put study skills minutes in the IEP?

A: This depends on why the student has study skills. If the student is in study skills for reading, writing, math, behavior or social / emotional reasons, put the minutes in those areas. Study Skills is simply the location. If the IEP and ESER notes executive functioning needs, then Study Skills can be put as a separate service area.

GOAL OF THE MONTH

Goal : Given a problem solving/daily living situation, the student will independently utilize a strategy to repair a communication breakdown (e.g. requesting clarification of information, requesting repetition of information, requesting help with a task, using verbal and nonverbal language appropriate to the given context) without becoming frustrated and using a harsh tone of voice in 4/5 trials across 3 sessions.

Baseline: The student benefits from support with problem solving and pragmatic language (situation specific language).

Objective: Given a problem solving/daily living situation, the student will identify a strategy to repair a communication breakdown as a) the speaker and b) the listener without becoming frustrated and using a harsh tone of voice in 4/5 trials across three sessions.

Objective: Given a problem solving/daily living situation, the student will demonstrate the ability to use a strategy to repair a communication breakdown as a) the speaker and/or b) the listener without becoming frustrated and using a harsh tone of voice in 4/5 trials across three sessions.

Objective: Given a problem solving/daily living situation, the student will demonstrate the ability to use a strategy to repair a communication breakdown as a) the speaker and/or b) the listener with support as needed in 4/5 trials across three sessions.