



# Inclusion Solutions

A newsletter for educators who are doing amazing things!

Fall 2008 Edition

## Upcoming DSG Trainings

*Teaching Tools for Educating Students with Intellectual Disabilities*  
November 6th & 8th  
Kauffman Foundation  
\$60 registration

*Practical Solutions For Educating Students With Down Syndrome*  
Thursday, December 11th  
8:30 AM-11:30 AM

*Practical Solutions For Challenging Behaviors*  
Thursday, February 19th  
8:30 AM-11:30 AM

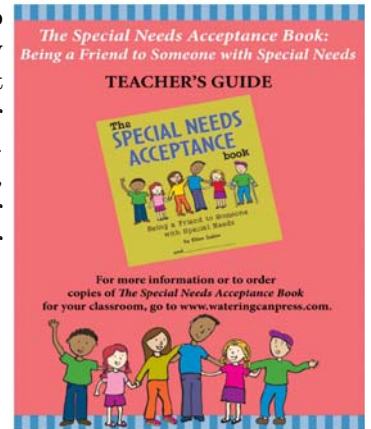
For more information about these trainings please call the DSG at 913-384-4848  
Seating is limited, call today!



## The Special Needs Acceptance Book

The Special Needs Acceptance Book: Being a Friend to Someone With Special Needs lends itself to teaching many lessons and fulfilling numerous national and state content standards. Each lesson plan provides creative ideas for using the book in classrooms and other group settings. Although the book is geared towards students ages 6-13, some of the lessons are more advanced, and others are for a younger population. The lessons can easily be adapted or modified as needed based on student age, ability and goals.

- ★ The Special Needs Acceptance Book has 64 pages filled with information, activities, ideas and journal pages for students ages 6-13
- ★ Purchase this great resource and obtain a free teacher's guide with lesson plans providing creative ideas for using the book by visiting: [www.wateringcanpress.com](http://www.wateringcanpress.com).



The quality of life for students with special needs can be enhanced when the people in their lives better understand the challenges they face. This book offers a tool to support such understanding among schoolmates and friends. Ellen Sabin has created another book that helps our students embrace values of tolerance and acceptance—and the importance of contributing to the welfare and well being of others.

**Shay Bilchik**, Former President and CEO of Child Welfare League of America



**Peer Presentation Training**  
**Saturday, December 6, 2008**  
**10:00 AM-12:00 PM**  
**DSG Center**

DSG began providing peer presentations in local school districts in 2003. Presentations consist of a 15-30 minute visit to a school to explain the many similarities of students with Down syndrome to their peers. They also highlight some of the challenges faced by students with Down syndrome and how peers and educators can best provide support.

A variety of materials and hands on activities are utilized to help students understand what it might be like to live with Down syndrome. A take home letter, personalized with some myths/truths about Down syndrome, is provided to each student attending the presentation. DSG needs your help to spread awareness that individuals with Down syndrome are more alike than different. Please join us for this great opportunity to learn how to advocate effectively for your student with Down syndrome. Can't make the training? Give us a call and we will email or mail you copies of the materials. **RSVP to DSG at 913-384-4848 by December 1.**

## Appropriate Support for Dealing With Behavior Challenges

Students with Down syndrome who present consistent and prolonged behavior challenges are communicating that they don't like school and they may be overwhelmed by the ongoing demands placed upon them. Experiences like the following may have brought them to this point:

- They rarely experience academic success and feel like they are not as smart as their peers
- They may not have any close relationships with their peers or educators
- They are often confused about what they are supposed to be doing and feel bad about it
- They are trying to hide their lack of ability to perform tasks they are asked to do
- They are being teased or ostracized by their peer group
- They are unable to ask for help because they lack the verbal skills to do so
- They feel lonely, isolated, different and that no one understands them.



An inclusive classroom is designed to make sure students do not have experiences like this at school. When a student who has exhibited behaviors in the general education classroom improves just by moving to a more supportive, inclusive one that provides accommodations, opportunities for support and appropriate assignments, was the problem with the student or with his school environment? The goal should be to support all students, seek to understand the meaning behind their behavior, and provide the following to help them succeed in every classroom:

- Accommodations and supports that allow them to perform tasks and follow established routines
- Work modified to their level that challenges them
- Daily opportunities to experience academic success
- The feeling that they are an accepted and valued part of the class
- Extra help building academic skills when necessary
- Friendships with peers
- Curriculum that helps prepare them for life beyond school



## *Celebrate the 8th Annual* **Inclusive Schools Week™** December 1-5, 2008!

Inclusive Schools Week highlights and celebrates the progress our schools have made in providing a supportive and quality education to all students, particularly those who have disabilities and those from culturally and linguistically diverse backgrounds. The Week also provides an important opportunity for educators, students, and families to discuss what else needs to be done in order to ensure that their schools continue to improve their ability to successfully educate all children and youth.

### ***Get Involved!***

A Celebration Kit includes everything you will need to plan a celebration in your school or community: publications that speak to the benefits of inclusive schools, celebration ideas and lesson plans, and materials to use in promoting the Week and inclusive practices in your community. Posters, awareness bracelets, stickers, and pencils with the message, "Great things happen in inclusive schools," are available for purchase. Order today!

***For more information or to download the kit, please visit [www.inclusiveschools.org](http://www.inclusiveschools.org).***

*Inclusive Schools Week is an annual event sponsored by the Inclusive Schools Network and Education Development Center, Inc.*

# [www.inclusiveschools.org](http://www.inclusiveschools.org)

# Communication is the Key!

Students with Down syndrome may have difficulty resisting their impulses at times due to short attention spans and desire to avoid or obtain something. It's important to ALWAYS communicate the desired behavior when you are asking a student not to do something. This will help your student understand what is expected of them.



1. Tell your students what to do instead of what not to do
2. Show the student by modeling or using a picture of the action
3. Clearly and simply state what is expected of the student
4. Remember students may exhibit inappropriate behavior because they don't understand what is being asked

## *Avoid Saying:*

## *Say or Model:*

## *Remember to reinforce:*

**Don't run!**

Walk; stay with me; hold my hand

Thanks for walking!

**Stop climbing!**

Keep your feet on the ground.

Wow! You have both feet on the floor.

**Don't touch!**

Keep your hands down, look with your eyes please.

You are such a good listener, you are looking with your hands down.

**No yelling!**

Use a quiet voice; use your inside voice

Now I can listen, you are using an inside voice

**Stop whining!**

Use a calm voice; talk so that I can understand you.

Now I can hear you; that is so much better, Tell me what's wrong.

**Don't stand on the chair!**

Sit on the chair please.

I like the way you are sitting.

**Don't hit!**

Hands to yourself please.

Thank you for using your words instead of your hands

**Don't throw your toys/supplies.**

Please play with your toys on the floor. Please put your supplies away.

Thank you for following directions

**Stop playing with your food!**

Food goes on the spoon and in your mouth. Say all done when finished.

You are using nice manners!

**No biting!**

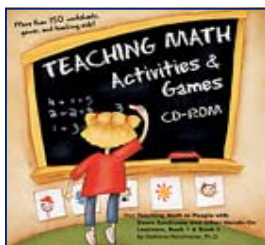
We only bite food, use your words if you are upset.

Thank you for telling me with your words that you are upset.



Lentini, R. Vaughn, B.J., & Fox, L (2005).

Teaching Tools for Young Children With Challenging Behavior [www.challengingbehavior.org](http://www.challengingbehavior.org)



## Teaching Math to Learners With Down Syndrome

Teaching Math to Learners With Down Syndrome Activities and Games CD Rom and Hands On Math Kits are fantastic resources for educators looking for tips and strategies to teach their students with Down syndrome. The CD-ROM contains worksheets, games, and teaching aids from the extensive appendices of both volumes of Teaching Math to People With Down Syndrome and Other Hands on Learners. Now you can conveniently print out and reproduce these items from your own computer. Print them in color and make multiple copies for home or school or to take on trips.

Parents and teachers can select from over 150 items combined from both books to help their students learn new skills, practice current lessons, and review previously learned material. The contents of the CD-ROM offer a wide range of activities suitable for students of all ages who have Down syndrome, autism, or other cognitive disabilities.

Visit [www.woodbinehouse.com](http://www.woodbinehouse.com) to order these great resources!



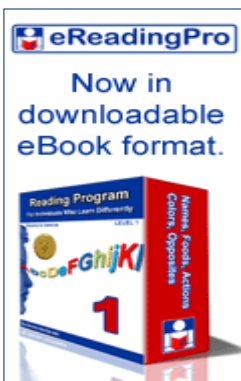
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We're on the web!  
[www.kcdsg.org](http://www.kcdsg.org)

## DSG Partners With eReadingPro

The eReadingPro system is based on the whole word approach to reading, using flash cards. It offers parents and educators the TOOLS that have been missing, fully supporting the existing research of how children with Down syndrome (visual learners) learn to read.



By following a detailed progression from single words to couplets, phrases, sentences and finally books, this hands-on, proven system provides a new alternative to teaching reading to visual learners. Using this method with children of all ages not only teaches reading, but also encourages speech development, and use of proper grammatical structure when communicating. By investing just ten minutes a day, this program can be used to teach any child to read.

With every purchase of an eReadingPro product via a visit to our website, DSG will earn funds. **Visit [www.kcdsg.org](http://www.kcdsg.org) and click on the eReadingPro link on our home page to order your reading kit, and you will be helping DSG to raise funds while helping your child or student learn to read.**

## The IEP Team's Role in Dealing With Behavior Issues

For many students, frustration or boredom leads to behavior problems. If a student has a good IEP which meets his/her needs, many behavior issues can be prevented. If any member of the IEP team feels the IEP is no longer working, the team should reconvene to make necessary changes. A good IEP matched with appropriate placement should result in a reduction of problem behaviors. If behavior issues are ongoing the IEP team should ask these questions:

1. Is this IEP working? Does it meet the student's needs?
2. Is this IEP implemented appropriately? If not, what do we need to change?
3. Is this student getting all the services he/she needs to learn? If not, what should be added to the IEP?
4. Is this student's placement a good fit for his/her needs?
5. Will a functional behavior assessment help the IEP better understand the behavior and create a good support plan?

IEP teams must work together to examine all possible services, placements and behavior modification strategies if students are going to succeed.