

Strategies That Work

In the home and in the community

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SETTING THE STAGE

- * OUR AGENDA: School based strategies that can be transferred to home and community
- * CHALLENGES for children with CHARGE
- * COMMUNICATION
- * WHAT OUR STUDENTS NEED TO LEARN

WHAT ARE THE CHALLENGES CHILDREN WITH CHARGE FACE EVERYDAY?

- COMMUNICATION
- VISION
- HEARING
- COGNITIVE CHALLENGES
- PHYSICAL CHALLENGES
- SENSORY NEEDS
- MEDICAL
- BEHAVIOR

What works best: COMMUNICATION

- USE OF TOTAL COMMUNICATION
- SUPPORTS TO USE OF SPEECH
- TO INCLUDE: SIGN LANGUAGE, SIMPLE SIGNS, GESTURES, FACIAL EXPRESSION, PICTURES, PHOTOS, OBJECTS, LINE DRAWINGS, PRINT/BRAILLE, AAC/TECHNOLOGY

WHAT PARENTS HOPE THEIR CHILDREN CAN LEARN

- **PARENTS HAVE SHARED THESE IDEAS**
- TO BECOME AN EFFECTIVE COMMUNICATOR
- TO BE SOCIAL
- TO BE A PART OF A GROUP
- TO BE A GOOD SELF-ADVOCATE

WHAT WE KNOW

- * We know that our students can generalize strategies across environment
- * **HOW DO YOU DO THIS?**
- * Consistent use of communication and expectations
- * **WHAT WORKS FOR YOU?**
- * Specific use of strategies that are used between home and school
- * **CHALLENGE: HOW TO HAVE CONSISTENT ACCESS TO THE USE OF STRATEGIES**

WHAT HAPPENS At HOME??

DISCUSSION POINTS

- **DOES YOUR CHILD PLAY WITH AGE APPROPRIATE TOYS?**
- What do you do at home?
- **WHAT IS FUN AND MOTIVATING?**
- What excites your child?
- **LEARNING HAPPENS IN NATURAL ENVIRONMENTS**
- Where does your child learn best?

WHAT DOES YOUR CHILD LIKE??

- VARIETY OF ACTIVITIES
- *What are your child's favorite activities?*
- COMMUNITY BASED INSTRUCTION
- *What does your child like in the community?*

Strategies that Work

- * These strategies work well for children with combined sensory loss
- * These strategies work well for children with CHARGE Syndrome
- * Strategies can be generalized between school and home

STRATEGIES

COMMUNICATION

TEACHING

BEHAVIOR

Teaching Strategies for ALL Learners

Beginning-middle-end	Choice Making	Organization, structure, routine
Partial vs. Full Participation	Accessibility (visual, motor, auditory)	Prompt Levels
Motivating Activities	Clear Expectations	Negotiation
Age Appropriate	Natural Environments	Modeling

Money Skills for Shopping



Age Appropriate and FUN



Backyard FUN

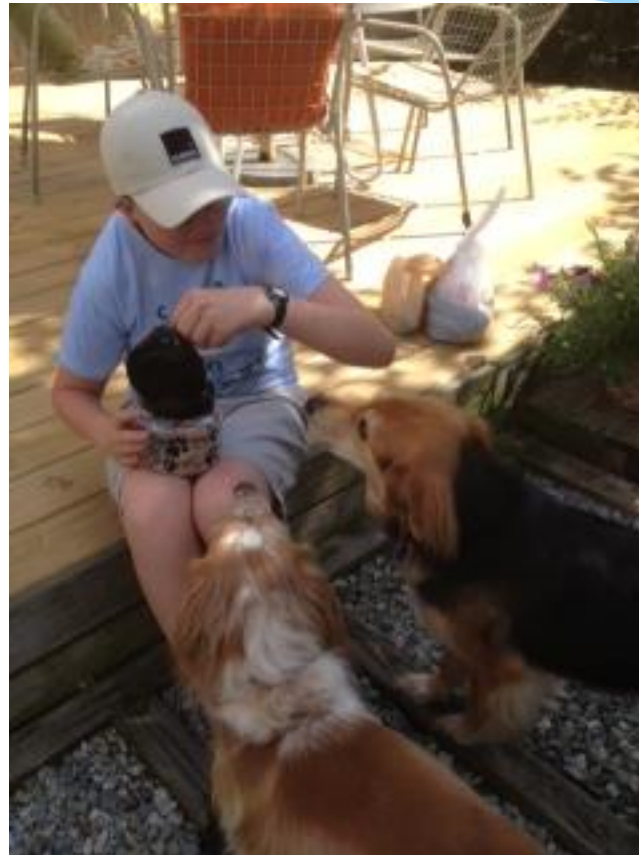
Motivating



Birthday Party, Friends, Age Appropriate









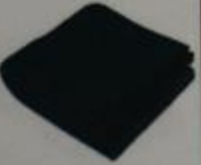


He LOVES Animals Age Appropriate



PLAY CHOICES



CHOICEMAKING: SENSORY

<p>BALL</p> 	<p>LOTION</p> 	<p>BRUSH</p> 
<p>SQUEEZES</p> 	<p>WASH CLOTH</p> 	<p>WEIGHTED</p> 
<p>BLANKET</p> 	<p>SHAVING CRM</p> 	<p>RICE</p> 

SENSORY

SCHEDULE INCLUDING SENSORY BREAK

1	 SNACK	SENSORY 
2	 MEETING	SENSORY 
3	 DESK WORK	SENSORY 

FOCUS: SOCIAL AND FRIENDS



Communication Strategies for ALL Learners

Total Communication	Sign Language, speech, simple signs	Tangible symbols, touch cues, AAC Print/braille
Modeling Higher levels of Communication	Conversation Same topic, joint attention, turn taking	Calendars/ Routine
Positioning	Clear and Simple Language	Pacing/Pause time for Response

SCHEDULE SEQUENCE



NEEDS BOARD



FOCUS: SOCIAL, SIGN LANGUAGE, PICTURES



Behavior Strategies for ALL Learners

Positive behavioral practices	Reinforce good behavior	Ignore negative behavior
Behavior is Communication	Mood Induction	Negotiation
Strategies to Assess Causes Of Behavior	Behavior Support Plan	Data

NEGOTIATION: FIRST ... THEN USING SYMBOLS





***SHARE WHAT WORKS
WITH US***

Strategies for Children with CHARGE Syndrome

The need to know the schedule	Use of Calendar system; beginning, middle and end
The need to be in “charge”	Negotiation, choice making, people preferences
The need to complete tasks	1 more minute; 1 more than finished; base choice on time available
Show frustration with schedule change	Use of calendar system; use of red X; offer alternative
The need to know what is happening next	Use of calendar system
The need to be organized with belongings	Organizational checklist; designated space
The need to have choices	Offer but limit choices

Strategies for Children with CHARGE Syndrome

The need for sensory breaks/relax time

Offer choices for relaxation

Clear beginning-middle-end of activities

Help with transitions with each activity

Choice making

Encourages communication and Self-advocacy

Structure and Routine

Sense of security, anticipation, memory

Organizational Skills

Helps to structure, anticipate, and follow sequences

Motivation

Promotes attention and focus on activities

People Preferences

Promotes positive responses; respect

IMPLICATIONS OF THE USE OF TEACHING STRATEGIES

- * Students' needs for strategies are “Life long”
- * Starting young can provide time to “practice” skills
- * Skills can develop and mature over time
- * Provides structure early on that can be a life long tool
- * Provides consistency throughout all environments