

For Working With Children With Disabilities	For Working With General Education Teachers
<ul style="list-style-type: none"> <li>• When you construct your plan, think about how you can make it visual, auditory, tactile, and kinesthetic. You'll have a better chance of meeting different learning styles.</li> <li>• Think about the most important thing all students need to learn, and then think about how you can break the task into smaller parts for some students and make it more challenging for students who are ready to move ahead.</li> <li>• Be keenly aware of student strengths, and plan to find a way for each student to be successful academically every day.</li> <li>• Working with a peer/buddy is often a helpful strategy.</li> <li>• Mix up your groups now and then. A student may need a different group for reading than for math. Try not to "label" anyone.</li> <li>• Children with disabilities (many children actually) need very clear, precise directions. Pair auditory with visual directions if possible. Students with more severe impairments may need to see objects.</li> <li>• It may be helpful to give only one direction at a time. This doesn't mean the pace has to be slow. In fact, a fast pace is often quite effective. Using signals (e.g., for getting attention, transitions) can also be very helpful.</li> <li>• Be consistent.</li> <li>• Notice students being "good"—offer verbal praise or perhaps a small positive note.</li> <li>• Have high expectations for all children.</li> </ul>	<ul style="list-style-type: none"> <li>• Find teachers who welcome your students and whom you enjoy working with if possible. It is helpful to find co-teachers who have different strengths so you can complement each other.</li> <li>• Faithfully plan ahead with these teachers—at least a week ahead.</li> <li>• Be willing to do more than your share at first if necessary to get a solid footing for the year. It will pay off.</li> <li>• Keep communication open and frequent. Use positive language with each other as much as possible. Brainstorm solutions to challenges together, and try different solutions.</li> <li>• Document the work you do with students. Help with assessment as much as possible.</li> <li>• Attend open houses, parent conferences, and other similar meetings so the parents view you as part of the classroom community.</li> <li>• Look for the good in the teacher(s) and students, and tell them when you see a "best practice."</li> <li>• If you don't know the answer to something, ask. If you don't know some of the content very well, study. Find out who does something well, and observe him or her if it is a skill you need to work on.</li> <li>• When you say you will do something, be sure you follow through.</li> </ul>