

# Working With Students

## STRATEGIES TO TRY

Utilize visual cues: Gestures (smiles, head nods, thumbs up) from the teacher that show you care are also important.

Meet & Greet: Greet students at your classroom door as they enter. Get ahead of the behavior.

Appoint class experts: Ask your attention seeker what topic or subject they know a lot about. Then refer classmates to that student when a question about that topic/subject arises.

Check your list: Develop a simple checklist for the attention seeker to place on his/her desk. The checklist will help remind students to focus and follow class rules. (Did I raise my hand when I had a question?, Did I wait my turn?, etc )

Co-Teach with Me." Have the Attention Seeker teach a part of the lesson and you become the student.

Catch and Answer: While teaching, keep a soft ball in your hand. Take turns tossing the ball or handing the ball to students.

Move to the beat: Several times throughout the day, play the a popular song When the students hear the music, they are to stop their work , stand and take several deep breaths. This helps calm active students.

BREAKING OUT is OK: Allow attention seekers opportunities to leave the classroom: get a drink, run an errand, make an office trip, go to the restroom. Attention seekers need movement!

# The Attention Seeker

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## STRATEGIES TO TRY

Standing Desks – Raise a few individual desks high enough so that kids may stand at them to do work. Allow any student to go to the standing desks during work time.

"intentional fidgeting" – For children with doing two things at once has been found to improve focus on the primary task at hand. So, rather than taking away items give them an object to fidget with while doing class work and homework.

Allow students to pace Children who need to move will learn easier and pay better attention to your lessons when they do not have to focus all of their energy on staying in their seat when their body is screaming at them to move.

Give frequent movement breaks – Some teachers allow students to walk once or twice down the hall and back when they finish a certain quantity of work.

Work movement into lesson plans Try going for a walk while brainstorming ideas for a writing assignment or science project. This cannot only keep the student.

Students Who Need To Move

# Working With Students

## STRATEGIES TO TRY

Use visual cues. For a student who is limited in communication skills, visual cues represent the voice of the nonverbal student. Visuals can relay a thought or a need or even a command.

Talk to the student like any other student and expect the appropriate response from the questions posed to the student

Use adaptive communication equipment. Assistive Technology and AAC help the nonverbal child develop their communication skills by way of pictures and sound.

Learn sign language. Learning sign language will prove to be very helpful. This will allow the nonverbal student a way to communicate on his own without the use of any adaptive equipment.

Make use of body language as a communication tool. For those nonverbal students with limited use of their bodies, body language becomes an important communication tool. Things as simple as an eye blink, a head nod or a finger point is all ways that the nonverbal student can answer questions.

Students Who Are Non-Verbal

# Working With Students

## STRATEGIES TO TRY

The key instructional strategy for students with slow processing speed is to reduce the time pressure associated with a task.

**SLOW DOWN:** Give yourself permission to slow down

**Count to yourself:** Count 30 seconds before repeating or asking another question.

**Let the Students** Allow time to see what the student might do if you do not intervene

**50% more Time:** Give the student more time for their work (Usually 50% more than a student without processing problems.

**You Are Next:** Tell the student that his turn is coming soon. Ask him the question and tell him that you will expect his answer after two more people answer. If he is ready before the two people answer allow him to interrupt with his response

**Use Visual Supports:** Give the student a visual cue to assist in communication and retrieving information needed to answer the questions

**\*\*\*Remember what appears to be non compliance could be me making a decision or trying to complete a task**

Students Who Are Slow Processors

# Working With Adults

## STRATEGIES TO TRY

**Entertain the Possibility that you are mistaken:** When you disagree consider the fact that you may not have all the information. Ask questions to avoid making accusations, criticizing or being misunderstood

**Share your goals** for the lesson or activity with your team members before lesson use text, wikis, social networks, tweet or just talk.

**Dress Rehearsal:** Visually run through your lesson before teaching it anticipate any needs of your students

**Be A Thirsty Sponge:** Take responsibility for your learning and professional growth. This often means time beyond the classroom. Ask questions, Get answers, and do the work.

**The Five Minute Huddle:** Get On the Same Page Early and Often: The team must have unified commitment. Take 5 minutes to go over expectation for the day or activity

**Be Kind.** A kind climate is one of trust produced by honest, open, consistent and respectful

**Know Who Is In Charge:** Have a clear understanding of your role in the educational process

**Time Matters:** Remember time does matter, honor schedules, and agreements for meetings activities and breaks

**What's not to like:** Get to know each other. This could include discussing each other's background, experience, special interests, and strengths and weaknesses. It also includes setting goals together for your class

**You've Done Good:** Catch each other in the act of being successful/  
Validating: Validating recognizes the other person's dignity, efforts and opinions.

**One to Grow On:** Food Works!!! In a classroom, both teacher and paraprofessional should have the chance to share feedback. Bring a favorite snack to "feed the body" Bring One thing you could have done better to "feed the performance".

# Teaching Staff in the Classroom

# Working With A New Team

## STRATEGIES TO TRY

### BEFORE STUDENTS ARRIVE

Communication 101 When you or your staff are new take the time to talk. Plan ahead for a time where you can share with your team your expectations for the classroom. Listen to input from the team and make changes as needed. Remember you are the instructional leader and responsible for the learning environment and classroom management. Consider including the following in your discussion...

- A discussion on your Classroom Rules and Procedures
- A discussion to handle discipline
- A discussion on communicating with parents
- A discussion on how and when the team will handle disagreements among the team
- Staff schedules

### DAILY CONVERSATIONS

Communication 102 As we prepare lesson, we all develop systems that works for us. As the year progresses we will make changes that can often lead to problems with our team. To avoid theses situations try this...

- Share your goal / purpose for the lesson
- Model how you want the staff to teach first and then teach with the staff before expecting staff to teach on their own.
- What are the student's goal

