

## Ideas for teachers

### **Communication:**

- In adolescence negative behaviors spike, especially for students with low language skills.
- Use the communication matrix on the live binder to assess the student communication. This is free and will walk you through communication skills and holes in communication.  
<http://www.livebinders.com/play/play?present=true&id=761249#anchor>

- Assess your classroom- Assessment also on live binder.
- A second live binder on Extended Content Standards also has a communication piece.

<http://www.livebinders.com/play/play?present=true&id=409093>

- Click on the ELA tab to see literacy modules.

Module 2: Overview of Augmentative & Alternative Communication

Module 3: Shared Reading: It's About the Interaction

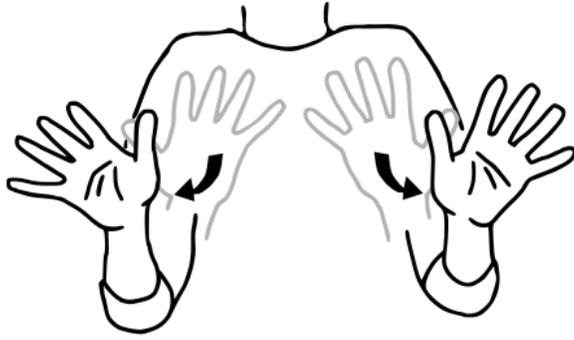
Shared reading is not about comprehension, but about building communication abilities. This shows how to use literacy for joint attention while addressing the appropriate instructional level.

Adolescent communication is not just about wants and needs, but about social communication. Our students with low language skills still want the power and control that all adolescents seek. They need to be able to tell you "get out of my face", "shut-up" or "leave me alone!" We have to give them the communication skills to be an adolescent!

- Give the student the power to say "I don't want to do this"
- Teach the "finished" sign by being very sensitive to the students' needs and anxiety level and signing "finished" (may

be done with only one hand) and removing the task when the students doesn't want to do something.

# finished



- Say "Finished", show the sign and take the object/task away. This may take about 3 weeks to teach the student that when you sign "finished", the work goes away. You must be very consistent and remove the task **every time** to help the student understand. If the function of the sign is to get out of work (etc.), you must honor it every time.
- Once the student understands that they have the power to do "what they want", you can build in "wait" time. "I know you want to be finished, but let's just do one...." or one more. Gradually increase the amount of work required to be finished.

Do not worry about the sign language taking the place of the verbal language as the verbal will return as the student understands the concept. Sign language is the replacement behavior for tantrums. You must be patient when teaching this. At this time you are not teaching academics, but you are teaching communication. Pair this strategy with shared reading.

**Sexual acting out:**

Teach “Private” vs. “Public” across all settings all day long. Use incidental opportunities ie-my coffee cup is private, the crayons are public. This should start at elementary school. Once the student understands private/public, transfer this concept to body parts.

Even your hand is private; the student should not touch your hand until you have first offered it.

The bathroom and bedroom are private places, be respectful of being in the bathroom with a child, acknowledging that it is a private place.

**Keeping student in assigned area:**

- Use environmental barriers such as tables, bookcases, chairs, just something they must walk around to get to other students or activities. These barriers will help the adults get to the student before the students gets to a potentially dangers situation. If the student has aggressive behaviors toward other, keep something between him and his peers.
- If possible seat the student with their back to a wall with a desk or table in front of them. A kidney shaped table works very well for this. Wheel chair tables could also work.
- Seat yourself behind the student and slightly to the left or right rather in from of them. Keep the student close to the table so they would have to turn around to strike at you. Keeping to the side will help prevent you from being head butted.
- Use a communication board to make sure expectations are clear and the student has input to the situation.

