



# Strategies for Success

A publication for educators

## Down Syndrome Association of Greater Cincinnati

### Spring Fever Strikes!

Just as your student with special needs has settled into the routines in your classroom, everything starts to change as he or she is at high risk for catching "spring fever." Symptoms can include any one or more of the following:

- Shortened attention span
- Increased negative behavior
- Refusals
- Increased fatigue or irritability.

Please do not view these as new behavior problems. These changes should be viewed as signs that the student needs your empathy and attention. Students with special needs are at higher risk because they may lack the reasoning skills and problem solving skills to express their emotions or worries. The following are simple accommodations that will make a world of difference to your student's sense of security and well being.

#### 1. Give meaningful work.

Avoid "busy work." Provide computer games that reinforce previously taught material.

#### 2. Put visual supports back in place.

Visual schedules that may have been removed after they were learned may provide a new reinforcement.

#### 3. Give student a new job or responsibility.

Start "spring training" for new fall responsibilities such as, library helper, crossing guard, etc.

#### 4. Allow student to join another class for a special event.

Share your idea of visiting the dance class with your student so they have something to look forward to as a motivator.

#### 5. Allow your student meaningful choices.

Computer lesson or a book on tape?

#### 6. Keep parents informed

If parents know their child is having difficulty with schoolwork due to spring fever, they may be able to provide a helpful suggestion such as providing a mid-morning snack or water bottle.



Win-Win Advice for the Inclusive Classroom by Barbara Tien & Claire Clelland



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# Better Book Reports - Think Outside the Bun!



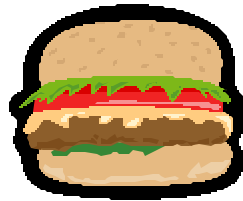
Tired of same old book report format? Spice them up with some new ideas.

## Try a Book Report Sandwich!

**Hungry for a good book? A** teacher photocopied pictures of slices of ham, tomato, Swiss cheese, lettuce, mayo and bread on colored paper.

Students were instructed to assemble their sandwich using the photos. Each slice or layer represented a different aspect of the book including summary, main character, setting, theme, plot and favorite scene. Staped together it makes a tasty book report.

**Or how about a book report in a bag, an envelope or an oatmeal box?** Laura Hayden from Derby Middle School in Kansas used this idea. After choosing and reading a book, students select a book report container: plastic bag, can, hat, or anything appropriate for their book.



Containers were decorated to convey major details, elements and themes. Inside the container were: 10 questions on the book, a 10 word glossary of vocabulary words and 5 objects connected to the story. Students would then present their container and explanation. These ideas help books come alive and challenge the reader to think creatively beyond paper and pencil.

Google: Education World ® Lesson  
Planning: Better Book reports

## Announcing Email Network Winners!

Congratulations to the following teachers for contributing to our email network. Each week or so, a question is posed to our email participants requesting advice from another teacher or a parent who is looking for help with a classroom issue. Teachers can offer their suggestions which are then forwarded to the questioner. Any teacher who has offered their advice is then

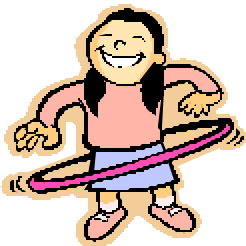
entered into a random drawing to receive a gift card from a local business. Congratulations to the following teachers for their valuable input.

**Leslie Oslansky**  
**Melissa Wilkerson**  
**Marisa Groh**  
**Lynn Lake**

Please contact Sally at the DSAGC to be added to our list. We now have over 75 names in our group.



## Tips From Teachers, For Teachers



Compiled from  
[www.help4teachers.com/tips](http://www.help4teachers.com/tips).

- Hula Hoop Center - Turn any floor area in your room into an instant learning center. Place a hula hoop on the floor and place a folder activity and game pieces within the circle. The hoop provides a well defined workspace and can be moved easily.
- Try teaching history backwards. Start with the end of the chapter and go forward. This helps students understand the impact of past events on future events.
- Put a small amount of Vaseline in glue bottle lids and you won't have any trouble with the tips getting clogged up.

# "Taking Turns in School" - A Social Story



The following social story was written by a teaching assistant in the Fort Thomas School District for a student with Down syndrome who had difficulty waiting for their turn. If you have a social story that you would like to share, please forward to [sally@dsagc.com](mailto:sally@dsagc.com).

## *Taking Turns at School*

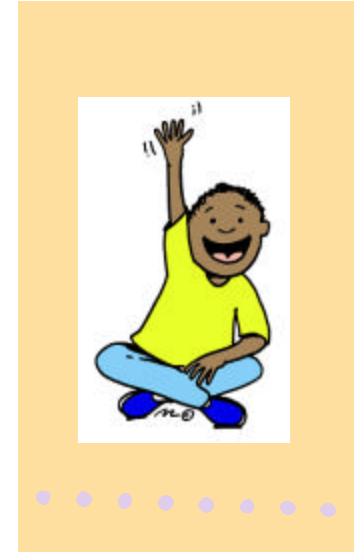
Sometimes when I am at school, I need to take turns.  
Sometimes at school my friends will get to answer first or kick a ball first or talk to the teacher first.  
It's okay when this happens, because I will get my turn.  
While I wait for my turn, I will stay calm. I will not get upset. I will not cry.  
I will wait for my turn and be happy.  
It is okay to be the last person to take a turn.  
Everyone is last sometime!

Sometimes at school, my friends will get to do something, and I will not get to do that.

It is okay when this happens because sometime I will get to do something that my friends won't.

When I do not get a turn, I will stay calm. I will not get upset. I will not cry.

I will be happy for my friends!



*Created by Leisa Leonard  
Ruth Moyer Elementary School  
Ft. Thomas Schools, KY*



## Free Booklet for Teachers

Contact the DSAGC to receive a free copy of the booklet, "**Supporting the Student with Down Syndrome In Your Classroom.**"

This booklet contains general information regarding the characteristics and learning styles of students with Down syndrome. Also included is a listing of recommended resources for teachers which are all available for loan from our Lending Library.



For your **free copy**, please contact  
[sally@dsagc.com](mailto:sally@dsagc.com) or  
call 513-761-5400.



## Down Syndrome Association of Greater Cincinnati

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Attention Administrators and Parents  
Please pass this along to any teacher, therapist  
or other staff who work with students with Down  
syndrome in your school or district.

### Strategies For Success— A Publication for Educators

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## How Are We Doing?

Please let us know how to improve our newsletter by answering the following questions:

Do you feel that this newsletter contained helpful information to use in your classroom?

Yes \_\_\_\_\_ No \_\_\_\_\_ Somewhat \_\_\_\_\_

Would you recommend this publication to another teacher?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please offer any suggestions for improvement

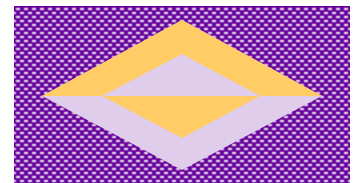
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Please return to DSAGC 644 Linn St #1128 Cinti., OH 45203



#### Comments from our Teacher Training on "Classroom Management Strategies"

- This speaker was wonderful!
- I was constantly taking notes.
- Her presentation was positive, confident and all about the students.
- I loved having the opportunity to discuss specific cases.

