

Activity #1 – Guided Notes

Using slides 14-19, please fill in the blanks below and think about some of the important points.

Additionally, as you are viewing the slides, think about a student or the students with whom you work. Students with disabilities, have deficits in one or more of the following areas: Communication (receptive and/or expressive), Processing, Cognitive, Behavioral, Sensory, Visual, Hearing, and Health.

How do the strategies specifically impact students with these deficits?

- **Active Listening**

Giving the student total and complete _____.

Giving _____ contact and having a friendly and open expression on your _____.

Withholding _____.

- **Sidestep Power Struggles**

Instead of trying to _____ students to do what you want, try using these alternatives:

Find a common _____ and build on that.

Be friendly and _____!

Provide _____.

- **Catch Them Being Good**

Sometimes _____ behavior is the only way that students can _____ their needs to you. It may be the only way they know how to get your attention. Instead of reinforcing the negative behavior, try to catch them being _____. The goal here is to _____ the positive behaviors and neutralize or _____ the negative behaviors.

- **Model Prosocial Skills**

Be a positive _____ model. The more that students see positive _____ interactions, the more likely they are to engage in such activities themselves.

- **Alter the Volume and Cadence of Your Voice**

If you notice that your student is escalating and becoming visibly agitated, try these techniques to control your _____ emotions:

Lower the volume of _____ voice and speak more quietly.

Alter the cadence of your voice and speak more _____.

- **How do these strategies relate to student(s) needs and how will you change your communication based of this information?**