

Invigorative Instruction to Engage and Advance Young Learners with Severe and Multiple Disabilities

WEBINAR-2



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AbleNet University
Webinar
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Webinar Objectives

Children with severe and multiple disabilities may have significant...

- Cognitive, Communication, Physical, Sensory Impairments and Behavioral Challenges
- Require instructional delivery that maximizes their learning opportunities and minimizes the barriers to attain desired learning outcomes.

- ❑ Webinar 1 had an academic focus with illustrating how to promote cognitive, literacy, and social development of young learners.
- ❑ This webinar (2) will present art, music, movement and games activities to increase student alertness, attending and listening skills as well as nurture the growing brains.
- ❑ Gain skills in planning and implementing a variety of creatively crafted activities **to actively engage young learners (preschool to early elementary) in the learning process.**
- ❑ Learn specific strategies to gain and sustain a student's attention, increase his/her interaction with people and objects and attain successful outcomes supported with multi-sensory techniques, student-specific adaptations and assistive technology tools.

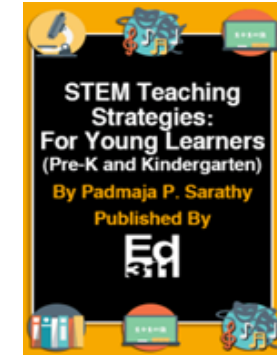
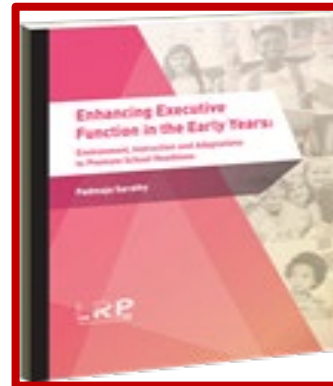
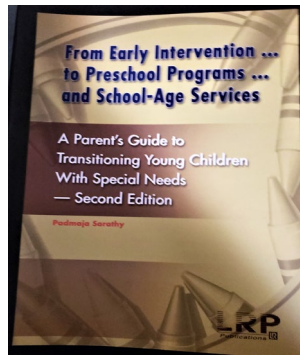
Mason's Masterpiece

A collage (art work) created by a student with severe disabilities and innovatively showcased by his teacher.



Spread glue on construction paper or card stock or finger paint paper. Drop the collage material scraps (colored feather, large buttons, straw, colored sand, felt, shiny paper, colored pom-poms, etc.) on paper. When dry, cover with plastic wrap. Display it on the 'Artistic Attractions' dedicated wall.

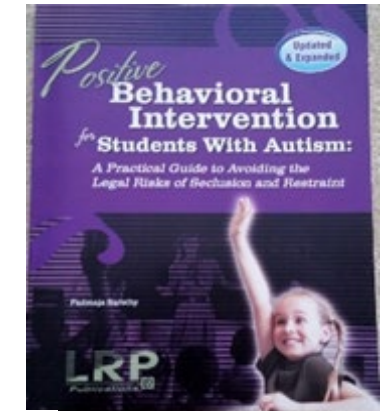
Sarathy's Publications: Books and Quick Reference Guides



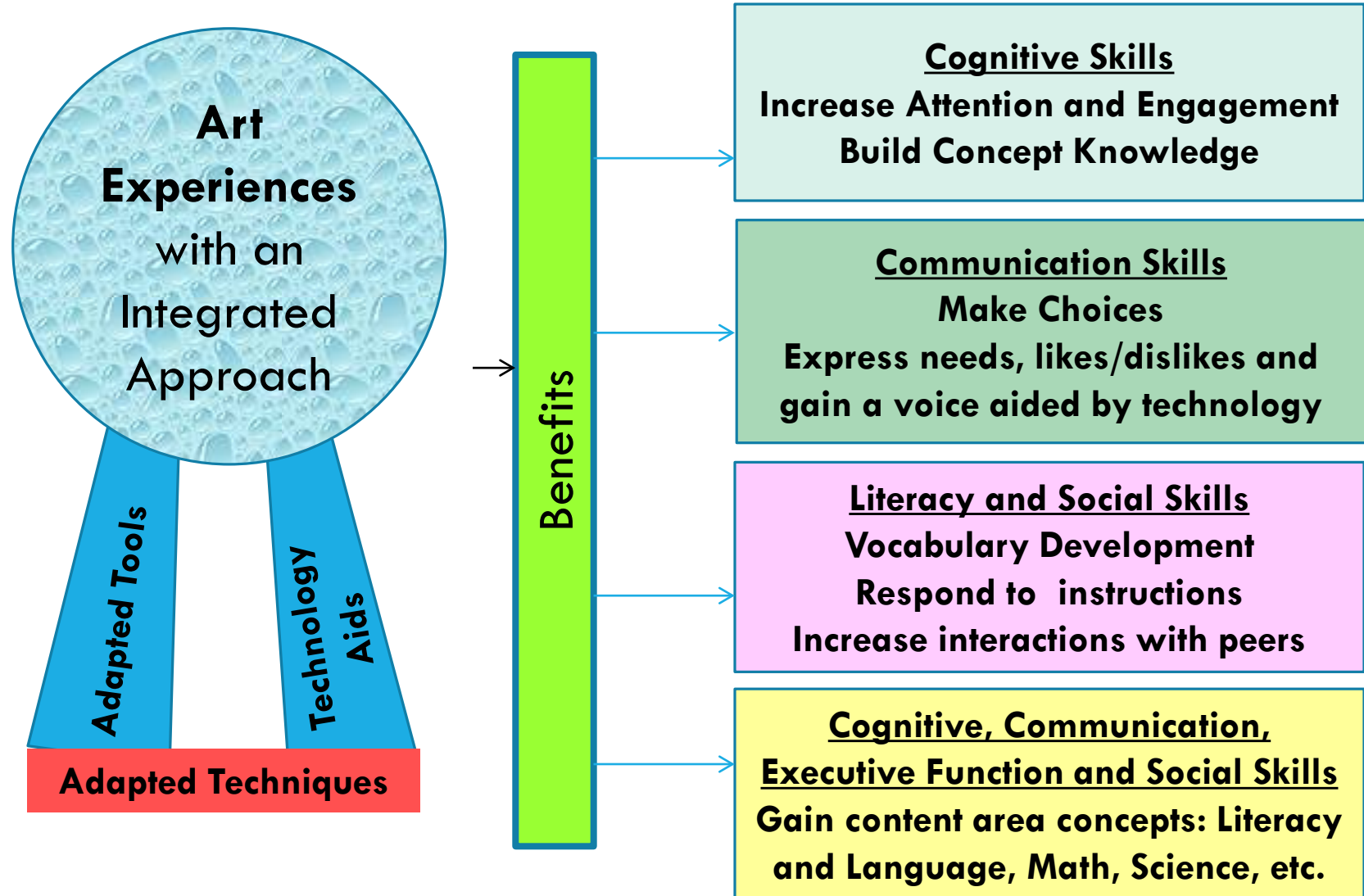
Recent Publications: 12/2018 & 2/2019

Focus Areas

- Autism: Support Strategies & Interventions, Music CD – Transitions
- Behavior Guide (Preventive and Positive Approaches)
- Early Childhood: Transition, Parent Guide and STEM Teaching Strategies
- Executive Function - Early Years
- Paraeducator Training Guide and DVD
- Severe and Multiple Disabilities
- Significant Disabilities and ESSA



Blended Learning for Student Engagement and Advancement



Learner Characteristics

Severe and Multiple Disabilities affect less than 1% of the population.

The students may exhibit the following difficulties that interfere with their learning:

- ❑ Limited speech or communication (from minimal responses indicated through crying, vocalization and/or body movements, to gestures and combination of gestures and/or words).
- ❑ Experience difficulties with physical mobility, may not have the use of their hands or arms.
- ❑ Difficulties with personal care activities – eating, grooming, dressing, and toileting.
- ❑ Exhibit decreased attention span and high levels of distractibility.
- ❑ Difficulties in generalizing skills and transferring information from one situation to another.
- ❑ Self-stimulatory behaviors (e.g., repetitive body movements) and self-injurious behaviors.
- ❑ Have visual and auditory problems.
- ❑ Have medical issues (e.g., are tube-fed, have tracheotomy tubes, or have seizures).

ADAPTATION HIERARCHY

Move from least to most



✓ Adapt the environment

- Room set up
- Classroom equipment
- Special equipment/technology/adaptations

✓ Adapt the materials

- Alternative materials
- Technology support
(AT and/mainstream technology)

✓ Adapt the activity requirements

- Simplify the task
- Adjust the task complexity level
- Partial participation

✓ Provide additional supports

- Peer supports
- Adult support

Adapted from: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications

STUDENT-SPECIFIC ADAPTATIONS FOR STUDENTS WITH MOTOR, SENSORY AND OTHER NEEDS

- ❑ Familiarize students with the materials. (touch, look, listen and smell)
- ❑ Position students appropriately to suit the specific activity.
- ❑ Stabilize the materials: Objects/book/card, etc. on the table surface or on a mini-white board or in a tray attached with Velcro/ tape.
- ❑ Use an adaptive grip to grasp/hold objects with a Velcroed glove or Velcro wrist band (for students with limited motor control).
- ❑ Provide tactile, visual and verbal supports that are student-specific.
- ❑ Provide adaptive/assistive technology devices to ease participation in the activities.
- ❑ Seek help from OT or PT to provide optimal positioning and use of adaptive devices.
- ❑ Encourage the student with VI to use whatever degree of residual vision he/she has.
Use sound cues to orient the student to the object/ activity.

Adapted from: Serving Students with Severe and Multiple Disabilities, Sarathy (2014). LRP Publications

STUDENT-SPECIFIC ADAPTATIONS FOR STUDENTS WITH PHYSICAL AND MOTOR CHALLENGES

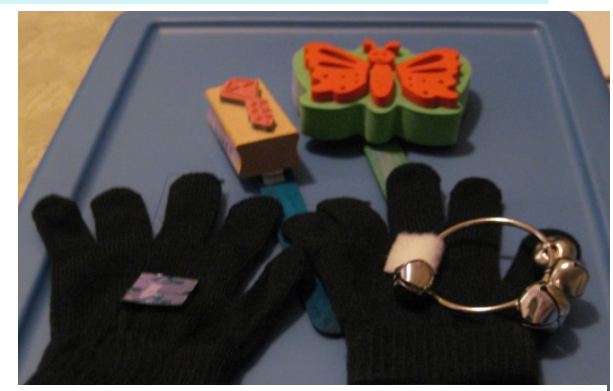
Consider Adaptations for Art-Music-Role-Play Activities

- ❑ Use feet to paint as an alternative to hands.
- ❑ Attach paintbrushes to head pointers to paint.
- ❑ Hold bean bag between toes to toss bean bags.
- ❑ Wear puppets on feet.
- ❑ Shake feet instead of hands during music and movement activities.
- ❑ Wear bells on ankles during music activities or attach it to adaptive grip.
- ❑ Attach adaptive grip (wrist bands/wrist straps or Velcroed gloves) to hand to grasp objects and make art - e.g., paint with stamps or make crayon designs or hold puppets.
- ❑ Perform art in a variety of positions: while lying down on the floor, or propped up on pillows or on a wedge. Work at easels placed in front of them.
- ❑ Insert crayons, pencils and paintbrushes through Styrofoam ball/tennis ball.

Focus on Learning Objectives

- ❑ Promote choice making, self-expression and creativity.
- ❑ Increase vocabulary and communication skills
- ❑ Improve eye-hand coordination and fine-motor skills.
- ❑ Increase alertness, attending and listening skills (Executive Function).
- ❑ Promote peer interactions and social togetherness.
 - ❑ Identify/label objects.
 - ❑ Imitate adult/peer actions.
 - ❑ Follow simple directions.
 - ❑ Develop self-control (sharing and waiting for turn) while playing games.
 - ❑ Start/stop activity with cues and prompting.
 - ❑ Increase active engagement and reduce problem behaviors.

Adapted Motor Support Tools to Facilitate Participation



Make an adaptation using headliner cloth/fleece material secured with Velcro to facilitate holding /grasping of objects. Insert items in the 'pocket' shown.

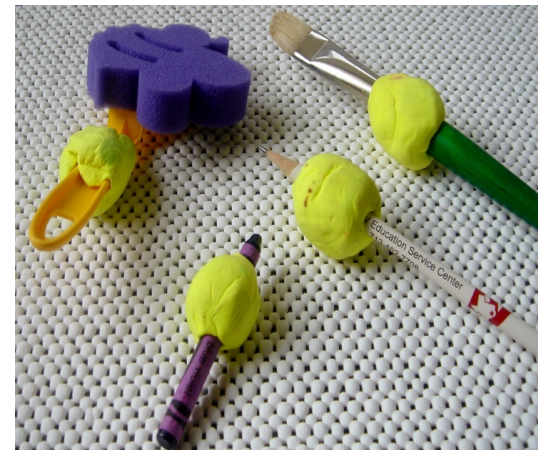
Velcro attached to glove



Attach a 'Musical Shaker' to Velcroed glove



Velcroed Stamp

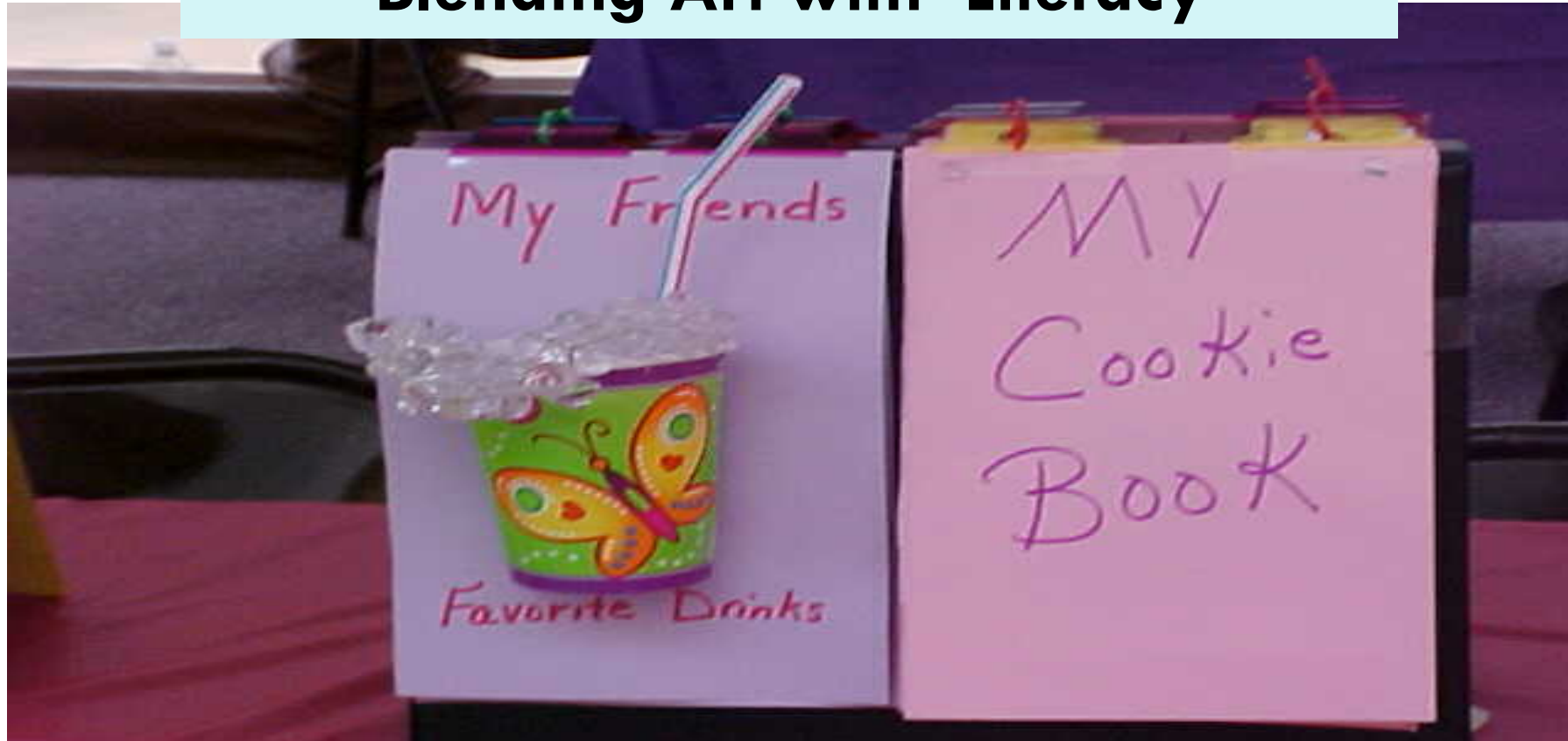


Build up tools to insert in closed fist position.



Attach a large bean bag to Velcroed glove

Blending Art with Literacy



Involve peer mentors working with the target students to make books attached with concrete objects. Link it with stories (*The Door Bell Rang* by Pat Hutchins) or writing activities to promote literacy skills and communication

Blending Curricular and IEP Objectives with Art and Fun.

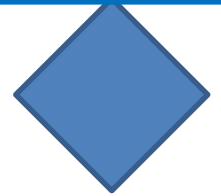


Play a texture-matching game strengthen matching skills through tactile features of the game.



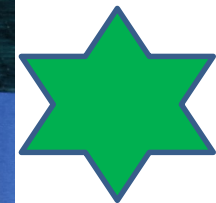
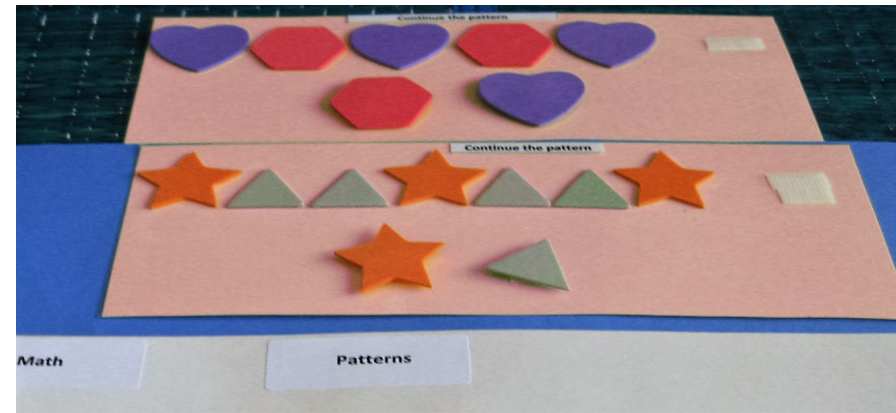
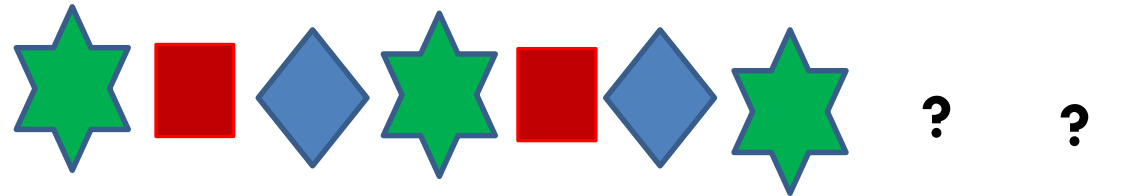
Make a visual display.

Make a math pattern.



Use Velcroed foam shapes. Fasten it to Velcroed foam sheet.

Pick up shapes with a clothespin, if needed.



ART: MAKE A COLLAGE AFTER A NATURE WALK
CONNECT IT WITH SCIENCE AND THE BOOK: SEED TO PLANT (NATIONAL GEOGRAPHIC)



Stamps to Tell a Story

Art

To increase engagement and attention, and build social skills

Flyswatter Art



Beat it to make art.
Attach the flyswatter to a Velcroed glove. Have the target student dip it in paint (in a wide bowl) or assign a peer to assist with dipping.

Food Art



Make art a small group activity with natural peer support. Provide pre-planned access tools.

Feather Duster Art



Dust it to make art.
The feather duster is pressed on paper multiple times to make petal. A sponge dipped in green paint is used to make stem and leaves.

Integrating Art and Academics: Using Creative tools and Adaptions

Flyswatter Art



Connect it with the book 'The Very Busy Spider' by Eric Carle for literacy and Science - Insects and Arachnids



Build Counting Skills
Make tissue flowers

Use adapted stamps to tell a story.



Blending Music, Art and Literacy



Shake Velcroed instrument.
Pair it with the book,
'Chicka Chicka Boom, Boom'.



Present an animal story: 'Brown Bear, Brown Bear' What Do you See?
Follow it up with making **Food Art**.



Present the story: 'Glad Monster, Sad Monster' to teach feelings.
Follow it up with making brown paper bag puppets.



Use Music as a Calming Tool. Increase Joy of Learning



Music, when consistently used, is effective in helping children with autism (Kaplan and Steel, 2005) in rendering multiple benefits (Zimmerman, 2006).

- ❑ **Use activity-specific songs** to provide guidance and directions.
- ❑ **Help to make transitions between activities.**
 - To move to the next activity calmly and avoid transition-related tantrums. (Law and Sarathy, 2009)

Welcome to School (Shoo Fly Don't Bother Me) 🎵

Welcome to school today, welcome to school today.

Welcome to school today, let's get ready to learn and play!

Put your backpack away, put your backpack away.

Put your backpack away, let's get ready to learn and play!

Now shake, shake, shake a friend's hand, and say, "Hello", then go to the table.

Prep for Recess (The Bear Went Over the Mountain) 🎵

Time to play outside, time to swing and slide.

Time to play outside, recess time is here.

Line up at the door, line up at the door.

Line up, line up, line up at the door.

Blending Music with Routines and Transition Between Activities

Magical Musical Transitions, Music CD by Law and Sarathy



Welcome to School Today



Prep for Recess



Art and Literacy: Act it to Make Drama

Drama Integrated with Literacy and Social-Emotional development

Examples of Picture books and stories to use:

1. Chicka, Chicka Boom, Boom 2. Are You my Mother 3. When Sophie Gets Really, Really Angry 4. Caps for Sale 5. The Giving Tree, etc.

- ❑ Assign different roles to students according to their motor, communication and behavioral strengths and needs. Rotate roles.
- ❑ Give each character (the students) a prop representing their role. Students can make props out of paper plates and paint them with different colors to represent.
- ❑ A non-ambulatory student could play a role that does not require moving from place to place. The student can activate a device to play the script for others or play a theme music linked to the story.
- ❑ Use **AT voice output devices and props** to aid the 'role play & drama' presentation.

EXPAND VOCABULARY

Teach 'Feelings'. Make a 'Feelings Puppets to go with role-play and drama. Connect it with a book (e.g., 'Glad Monster, Sad Monster', 'Where the Wild Things Are' etc.).





Shake and Jingle to Make Music



Shake and Jingle with the instrument

- ❑ Get students to explore, play with and shake and jingle a variety of rhythm instruments accompanied by rhythmic music.
- ❑ Students learn to: Follow directions; Identify and locate body parts; Learn directional words and antonyms.
 - ❑ Move, shake and rock to music in the wheelchair or outside of the wheelchair.
 - ❑ Clap your Hands; Shake your head, hand or body; Tap your feet or all of them together.
 - ❑ Use scarf activities to toss, move and have fun (Georgiana Stewart 's Scarf Activities CD – a good resource).
 - ❑ Combine it with the game of Musical Chairs.

Adapted Tools and Personalized Supports



- ❑ Use Dycem mat to keep materials from slipping or sliding away from students.
- ❑ Use Velcro to attach different objects to gloves.
- ❑ Be mindful of how a student is positioned. Help to stabilize their bodies.
- ❑ Use stamps. Make sure they have a handle for the student to hold.
- ❑ Put foam curlers or sponge-like foam around paintbrush handles.
- ❑ Add textures such as oatmeal, coffee grounds, glitter, cereal, yarn, paper shreds to paint and art projects.
- ❑ Use stencils/templates with art.
- ❑ Cut thick sponges into rectangular pieces, make a slit in the bottom and slide onto the child's finger.

Games: Blending with Cognitive, Communication and Social Skills

- ❑ **Beanbag Toss** (Use it too improve upper body strength, balance and coordination; Increase attending skills, and number sense).
 - ❑ Combine it with a counting-math activity: Help number recognition and numeral-to-object matching.
 - ❑ Give each student 2-5 beanbags and they have to throw/drop a specific number of bean bags in a basket corresponding to the number card (from 1-5) that a peer (or an adult) holds up. The number will vary for each student.
- ❑ **Movement Fun (Octaband/parachute) Activity**
 - ❑ Students can participate in the activity while resting in the positioning equipment or sitting in wheel chairs. They can still hold on to the hem/leg of the Octaband or the parachute leg.

For students experiencing difficulty grasping the parachute edge, a glove with Velcro attached with corresponding Velcro on the parachute edge will help.
- ❑ **Other Games to Play:** Simon Says with teacher showing a visual/photo; Red Light Green Light.

Blend Movement with Social Skills and Literacy-building (vocabulary) Activities

Toss the ball inside/outside.

Shake the balls.

Move side to side.

Move all around.



Interactive

Movement

Enabling

Lots of Fun!

The Octaband® (www.octaband.com) with its separate legs and the hem at the end of each leg make it easier for children with limited grasping ability or physical impairment to participate in group movement activity.

Enabling Access and Participation Using AT Devices

- ❑ Use an AT device appropriate to meet student's needs and matched to the task.

- ❑ Help student to make choices:

- Select **Materials** for the collage.
- Choose **Colors** for the art activity.
- Pick a **Tool** for the activity.



- ❑ Gain a voice and role-play in a story (dramatizing it) or play a role in a drama using a sequential device.



- ❑ Participate in learning/listening to the steps of the art activity.

- ❑ **Use an Environmental Control Unit** to connect switches to increase access to art activities:

- Use a hair dryer to blow on paint to make a design
- Listen to music while engaged in the art activity



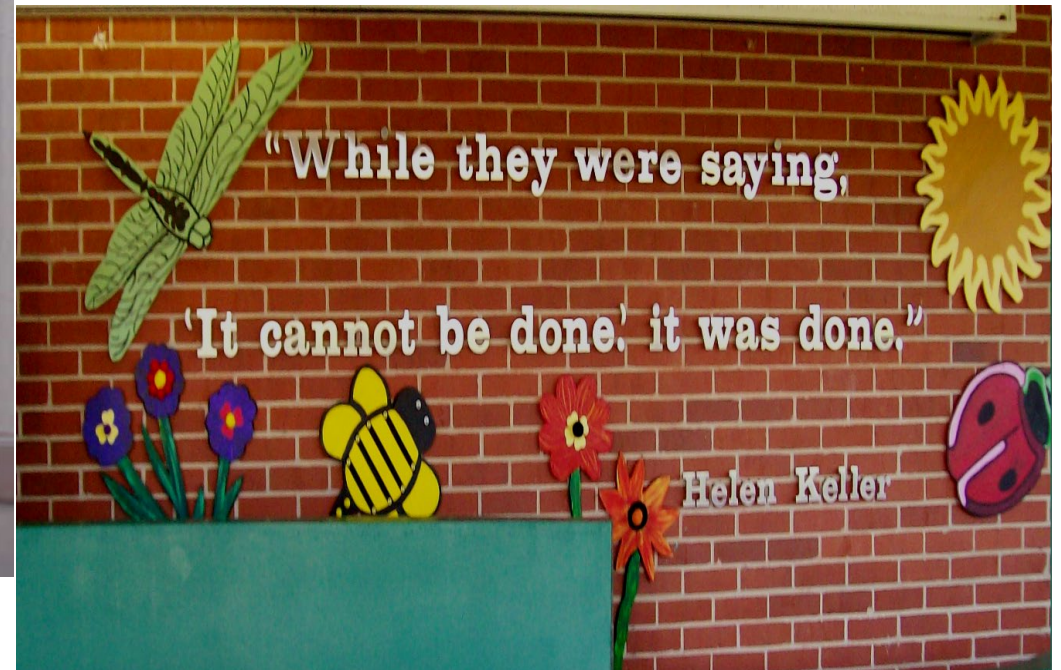
The purpose of the arts experience is not to develop artists but to use art as a means to expand student awareness of self and advance active engagement with the environment.

Art work created by students of Helen Keller School, Alabama



Group Art Project: A Team Effort

Link it with the book, The Very Hungry Caterpillar by Eric Carle or with a science lesson on Butterfly Life Cycle.



Art Apps

- ❑ **Sock Puppet App** (Free): create your own sock puppet.
- ❑ **Finger Paint App for Kids** – (free) a simple and easy to use
<https://play.google.com/store/apps/details?id=com.teachersparadise.kidsfingerpaintingcoloring&hl=en>
- ❑ **'Art of Glow'** to create variety of glow artworks!
<https://play.google.com/store/apps/details?id=com.natenai.artofglow&hl=en>
- ❑ **Glow Kaleidoscope Art** – (free)
<https://play.google.com/store/apps/details?id=com.mai.livewallpaper.kaleidoscopegamelite&hl=en>
- ❑ **Xpiano App** on Google Play:
https://play.google.com/store/apps/details?id=com.cyandroid.piano&hl=en_US
- ❑ **Kaleidoscope Doodle Pad**
<https://play.google.com/store/apps/details?id=com.kingfisher.kaleidoscope&hl=en>

POINTS TO TAKE AWAY...

- ❑ Slowly introduce tactile defensive students to different textures.
- ❑ Concentrate on what your students **CAN** do.
- ❑ Give students as many opportunities as possible.
- ❑ Think outside the box! Brainstorm with your colleagues to find creative ways to use materials that are non-traditional.
- ❑ Try to incorporate music or movement with the art activity.
- ❑ Use drama & role-play to increase motivation, build concept knowledge and joy.
- ❑ Involve students in playing games to build vocabulary and math skills.
- ❑ A collaborative team approach with therapist involvement should help design needed adaptations.

- ❖ **Think Differently about Disabilities.**
- ❖ **Shed any preconceptions you may have.**
- ❖ **Consider Unique Perspectives and Solutions.**

Resources You Can Use

- Browder, D., Lee, A., Mims, P. (2011). Using Shared Stories and Individual Response Modes to Promote Comprehension and engagement in Literacy for Students with Multiple, Severe Disabilities. *Education and Training in Autism and Developmental Disabilities*. 46(3), 339-351.
- Downing, J. E., & Demchak, M., (2002). Determining Individual Abilities and How Best to Support Students. In Downing, J. E. (Ed.). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers*. (pp. 37-70). Baltimore: Paul Brookes.
- Law, C. & Sarathy, P. (2009) Magical Musical Transitions (Music CD). NPR, Inc.
(<http://www.nprinc.com/magical-musical-transitions/>)
- Sarathy, P. (2019). P.R.E.V.E.N.T. Problem Behaviors: Seven Contemplative Discipline Steps. ED311, Austin Texas, Website: <http://www.ed311.com/>.
- Sarathy, P. (2017). *Students With Significant Disabilities: At the Crossroads of IDEA and ESSA*. Horsham, PA: LRP Publications.

Resources You Can Use (continued)

- Sarathy, P. (2015). *Autism Spectrum Disorders: Seven Steps of Support*, A quick reference guide, Publisher: National Professional Resources, Inc. ([www. nprinc.com](http://www.nprinc.com))
- *Magical Musical Transitions – A Music CD for assisting children with Autism Spectrum Disorders* ([www. nprinc.com](http://www.nprinc.com))
- Sarathy, P. (Second Edition, 2014). *Serving students with severe and multiple disabilities: A guide to strategies for successful learning*. Horsham, PA: LRP Publications.
- Sarathy, P. (2014). *Positive Behavior Intervention for Students with Autism: A Practical Guide to Avoiding the Legal Risks of Seclusion and Restraint*. Horsham, PA: LRP Publications.
- Sarathy, P. (2012). *Paraeducator Power Training*. ED311, Austin Texas, Website: <http://www.ed311.com/>.
- UDL website: (Center for Applied Special Technology (CAST)) <http://www.cast.org/research/udl/index.html>



T H A N K S.

**A SPECIAL THANKS TO ABLENET UNIVERSITY FOR HOSTING THE
WEBINAR**

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Future Webinars:

On April 17, 2019

Inquiry, Exploration, Problem-solving: Nurturing STEM Thinking in All Young Learners

On May, 8, 2019

**Promoting and Advancing Personal Living Skills and Self-dependence in Students with Severe and
Multiple Disabilities**