“Working with a Cross-Categorical Group of Students”

15th Statewide Conference for Paraprofessionals in Education
Hutchinson, MN

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Autism - Educational performance affected by:
- impaired communication, both verbal and nonverbal
- difficulty with social relationships
- a developmental disability generally evident before age 3

Sometimes characterized by
- use of repetitive activities and stereotyped movements
- resistance to change in routine or environment
- sensory sensitivity

Developmental Cognitive Delay* (DD)-Educational performance affected by both of the following:
- significantly low intellectual functioning beginning in the developmental period
- deficits in adaptive behavior
*Defined in IDEA as mental retardation (See Appendix for expanded definition). Current usage is Developmental Delay.

Emotional Disturbance (ED)-Educational performance affected by severity and persistence of one or more of the following:
- difficulty learning (not due to intellectual, sensory or health reasons)
- difficulty developing or maintaining peer and teacher relationships
- behavior and feelings inappropriate to normal circumstances
- generally have an unhappy or depressed mood
- tend to develop physical symptoms or fears in connection with personal or school problems
- includes schizophrenia
- not applicable to the socially maladjusted unless they meet the criterion

Specific learning disability (LD)-Educational performance affected by the following:
- a disorder in 1 or more of the basic psychological processes involved in understanding or using language, spoken or written
- may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Includes conditions such as the following:
- perceptual disabilities
- brain injury
- minimal brain dysfunction
- dyslexia
- developmental aphasia

Excludes learning problems resulting from the following:
- visual, hearing or motor disabilities
- developmental cognitive delay (mental retardation), emotional disturbance
- environmental, cultural or economic disadvantage
Cross Categorical Lesson Planner

Describe the lesson in the space below.

Subject:

Number of students:

Disability Areas:

Place numbers beneath each disability key to indicate the Instant Instructional Hint Used.

LD  ASD  DD  ED

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I. Introductions

II. Background on cross categorical teaching

III. IDEA disability definitions in digest form
   A. Autism
   B. Mental Retardation
   C. Emotional Disturbance
   D. Specific Learning Disability

IV. Instant instructional hints
   A. Autism
B. Mental Retardation

C. Emotional Disturbance

D. Specific Learning Disability

V. Bringing dimension to your work with students
   A. Small group work to bring dimension to a lesson

   B. Sharing your results

VI. Large Group sharing of ways you may do something different on Monday as a result of being in this session