



The Special Education Exchange

Autism Online Lending Library at Region XIII

An online lending library specializing in autism and other low-incidence disabilities is now up and running on the Region XIII website. Any professionals, paraprofessionals, and parents (who go through an educator) in Region XIII have access to the lending library. The library contains books, videos, DVDs, and other materials covering a wide range of information from the theoretical to the practical. To access the library go to:

www.esc13.net/autism/library.html

Click on:

Autism library lending portal

This will take you to a

page with detailed directions for accessing the library.

When you enter the portal, you can search by author, title, subject, or description. At this time, you can only use one word in the search line.

When you type in the key word, you will be taken to a page with the titles of items that might fit your search. When you find a title that might work for you, click on it. You will then go to a page that has information about the specific item, with a checkout button at the bottom.

Once you checkout an item, it will be delivered by the Region

XIII van, or you can pick it up if you will be at the service center.

Checkout time is 3 weeks, but you can extend the time if no one else has requested the item.

If you have any questions about the library, please contact Robin Reimund, Program Assistant at 512-919-5315 or robin.reimund@esc13.txed.net.



Have a wonderful holiday!

CEP and Bridges Classes Have Busy Fall Semester by Becky Wade and Alison Hock

On November 18, Comal ISD, New Braunfels ISD, Schertz-Cibolo ISD, and Seguin ISD hosted a Life Exposition Fair at New Braunfels High School. It was designed for individuals with more significant disabilities to meet with organizations that offer various services that may be useful now as well as in the future. Vendors were individu-

als knowledgeable in the areas of specialized equipment, camps for students with disabilities, state agencies, services, and other sources of information. About forty people attended the fair.

CEP and Bridges students are busy this season running a cookie business. They recently donated several Toys for Tots with the profits they earned.

The classes are also making angel ornaments from old Christmas cards. The ornaments cost \$1 and can be ordered from Steve Morga or Amy Coulombe.

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Be sure to send in your teaching ideas, special lessons, recipes, etc.



Important Skill Questions for TAKS Reading

Here are the types of skill questions that are used in TAKS reading tests. You can use these types of questions when reading with your students:

The word _____ is used to communicate a feeling of _____

Why does the author include a flashback after...

What does this phrase mean, "I felt a strange mixture of fear and excitement"?

Paragraph #3 is important to the story because it (describes, contrasts, discusses)..

The setting of this passage is important because...

Why does the author include the introduc-

tion in this story?

The selection is told from a club member's point of view so that the reader can better...

The tone of paragraph 5 can be best described as...

The reader can tell from this story that...

How does the character change by the end of the story?

Which sentence shows that Jennifer is ashamed?

Which sentence from the story supports the idea that Susan likes to work at the museum?

The author probably wrote this article to...

The author organizes this article by...

A theme found in both articles is...

An idea present in both articles is...

Which statement best reflects...

In paragraph 10 the author creates a mood of...



Which sentence shows the reader Mark's attitude toward life?

What is the author's purpose in this article?

Have Yourself a Merry Little Christmas!

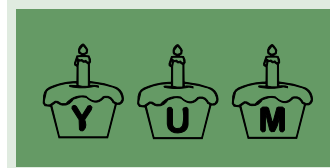
Hidden Kisses Cookies (from Paula Deen)

1 C butter, at room temp.
2/3 C sugar
1/2 tsp. vanilla extract
1/4 tsp. pure almond extract
1 3/4 C flour
3/4 C finely chopped pecans
1 (9 oz.) pkg. Hershey's Kisses
1 1/2 C confectioners' sugar

In a large bowl, cream the butter, sugar, and vanilla and almond extracts. Stir in

the flour and blend well. Add the pecans and blend well. Cover the bowl and refrigerate the dough for one hour. Preheat the oven to 375 degrees.

Unwrap the Kisses. Press a scant tablespoon of dough around each Kiss, covering it completely; shape into balls.



Place the cookies on ungreased cookie sheets and bake for ten minutes. Cool slightly, then transfer to a rack to cool completely. Roll the cookies in confectioners' sugar.

Para Talk

Do you have stress in your life? I know the answer to that has to be yes, because we all do. Reducing stress is one of the keys to living a healthy lifestyle. Some strategies that might be helpful to you include:

Physical Activity-Working out helps us get rid of stress that builds up during the day. Go for a walk, a run, or a bike ride after school. Play some outdoor games

with your children. Do something that makes you move.

Mental Relaxation-Take time out during the day to stop, take a few deep breaths and consciously make your muscles relax.

Reading-Find a good book that helps you learn to relax, or makes you laugh. Laughter is an excellent antidote to tension.

Hobbies-Make sure you do something you love outside of work on a daily, or at least weekly, basis.

Adapted from The Paraprofessional Connection, Volume XVI Issue 7

Next P.E.R.K.S. meeting-Feb. 16, 3:30.

Tough Kids Toolbox II



Noel!

Christmas Trivia

1. What was Grandma drinking when she got run over by a reindeer?

2. What is Scrooge's favorite two-word phrase?

3. What U.S. city lights the Christmas tree on the Ellipse?

4. In "The Night Before Christmas," what type of headgear does Mamma wear?

5. Name the two reindeer whose names begin with a "C".

6. What do gifts 1-4, 6 and 7 from my true love have in common?

7. What is the name of the most famous

Christmas ballet?

8. Who wrote the music for #7?

9. What did the three Wise Men bring?

10. What does Alvin want for Christmas?

11. What is the German title of "O Christmas Tree"?

12. What did the lamb say to the shepherd boy?

13. What army do you associate with the kettle?

14. What is the name of Scrooge's clerk?

15. Who wrote *A Christmas Carol*?

Be the first one to email the correct answers to Kim Recio, and win a prize!



Do Not Open Until December 25!

Interesting Research

Anthony DeCasper and Melanie J. Spence conducted research involving pregnant women and reading. They asked 33 pregnant women to recite a specific paragraph of a children's story three times a day for the last six weeks of pregnancy. Three different paragraphs were used among the 33 women, but each woman used just one passage for the entire recitation period. Fifty-two hours after birth, the newborns were given a special nipple and earphones through which they could hear a woman (not the mother) reciting all three paragraphs. By measuring each child's sucking rate, researchers concluded the infants preferred the passages their

mothers had recited during the third trimester.

"The babies reactions to the stories had been influenced by earlier exposure," DeCasper concluded. "That constitutes learning in a very general way." In a similar experiment with reading to children in utero during the two and one-half months before birth, DeCasper found the child's heartbeat increased with the new story, decreased with the familiar one. Both of these experiments clearly establish that a child becomes familiar with certain sounds while in utero and begins associat-

ing those tones with comfort and security. The baby is being conditioned—his first class in learning. Imagine how much can be accomplished when a child can see and touch the book, understand the words, and feel the reader.

Anthony J. DeCasper and Melanie J. Spence, "Prenatal Maternal Speech Influences Newborns' Perception of Speech Sounds," Infant Behavior and Development, 1986, 9 (2),: pp. 133-150

Three Ways to Group Students for Learning Activities

1. Line up by birth date, order of classification, or hair length. Students should do this nonverbally for an interesting activity. After lining up, let them count off-1,2,3,4, etc.
2. Use playing cards. Have students choose a card and group by suit, number, ascending, or descending order. Or use Go Fish cards and have pairs group up nonverbally.
3. Post different types of cars, boats, spacecraft, or flowers, plants, tress (can be tied to a lesson), etc. around the room and have students choose the type that best represents their personalities/attitudes.