

# **“Working with a Cross-Categorical Group of Students”**

15<sup>th</sup> 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 in 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.

③ LB

③ ASD

③ DD

③ ED





- 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

Based on ***Reaching Students with Diverse Disabilities: Cross-Categorical Ideas and Activities*** by Mary Z. McGrath and Beverley H. Johns, Rowman and Littlefield Education, copyright 2008.