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| **Presentation of Subject Matter/Assignments** |
| [ ]  Teach and assess to student’s learning strengths (visual, auditory, tactile, experiential)[ ]  Provide access points and/or open-ended assignments[ ]  Individual, small group instruction[ ]  Use visual back up for oral directions[ ]  Provide notes/fill in the blank format[ ]  Reduce amount of paper and pencil tasks[ ]  Extended time[ ]  Vary activity[ ]  Shorten assignments[ ]  Pre-teach vocabulary[ ]  Break information into steps/chunking[ ]  Reduce the amount of work that is visible at any given time[ ]  Simplify instruction; reduce rate of speech[ ] “just right” reading level, match student to ability[ ]  Repeat instructions[ ]  Stand close to student[ ]  Provide reader (technology or person)[ ]  Use different colour pens/colour code paper/duo-tangs[ ]  Provide scribe/dictation (technology or person)[ ]  Face class when speaking[ ]  Use fewer words or “If\_\_\_\_\_, then\_\_\_\_” statements[ ] First/then visual[ ]  Provide study guides or “recipe cards” (step-by-step instructions or examples)[ ]  Give extra clues and prompts[ ]  Avoid penalizing spelling errors[ ]  Do not assess penmanship[ ]  Use graphic organizers and templates |

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| **Independence and Self-Advocacy** |
| [ ]  Teach reading strategies[ ]  Teach numeracy strategies[ ]  Teach written expression strategies[ ]  Teach study skills[ ]  Teach organizational/time management skills[ ]  Individual visual schedule[ ]  Individualize social stories[ ]  Have student paraphrase directions[ ]  Agenda book used and monitored [ ]  Teach/model how to recover from a mistake[ ]  Teach/model self-advocacy skills |

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| **Social Emotional/Regulated Learning** |
| Explain rationale for rules[ ]  Explicitly teach social skills[ ]  Home school communication [ ]  Movement/body breaks[ ]  Cue/signal to leave the classroom[ ]  Teach 5-point scale/Zone of Reg/” size of the problem”[ ]  Teach/model mindfulness/breathing strategies[ ]  Teach/model self-monitoring strategies[ ]  Provide a safe space or alternate environments (alternate lunch schedule)[ ]  Calm corner in the classroom[ ] Teach how to ask for a break |

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| **Environment** |
| [ ]  Preferential seating[ ]  Reduce auditory and visual distractions[ ]  Post schedule of the day[ ]  Quiet work area in the classroom[ ]  Organization system for school supplies[ ]  Work/break structured routine[ ]  Minimize transitions |

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| **Positive Relationship** |
| [ ]  Make a positive connection at least once a day [ ]  Provide a predictable environment with consistent expectations [ ]  Provide verbal praise, 3 positive to 1 negative[ ]  Recognize growth[ ]  Provide immediate constructive feedback[ ]  Greet student at the door. Welcome warmly, even if late[ ]  Quietly/privately discuss concerns with the student[ ]  Recognize the function of the behavior, in consultation with support teacher and/or helping teacher[ ]  When student is escalated, be present but disengage, give time and space, limit language[ ]  Identify motivators and implement a reward system |

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| **Materials** |
| [ ]  Note taking support (provide copy of notes, record lesson, upload to website)[ ]  Highlight text[ ]  Electronic or Audio text[ ]  Computer/iPad[ ]  Calculator[ ]  Manipulatives[ ]  Visuals[ ]  100’s chart, x chart etc.[ ]  Pencil grip, different size pencil, slant board[ ]  Headphones (audio) [ ]  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Technology (Specific apps)** |
| [ ]  Use of word processor[ ]  Provide computer/iPad/spell check[ ]  Speech to Text[ ]  Literacy program or apps[ ]  Numeracy program or apps[ ]  ARC BC resources[ ]  SET BC technology[ ]  FM system[ ]  Other: \_\_\_\_\_\_\_\_\_[ ]  Other:\_\_\_ \_\_\_\_\_\_ |

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| **Additional Supports** |
| [ ]  Counsellor[ ]  CCW[ ]  Itinerant Teacher:\_\_\_\_\_\_\_\_\_\_[ ]  Itinerant Teacher:\_\_\_\_\_\_\_\_\_\_[ ]  Itinerant Teacher:\_\_\_\_\_\_\_\_\_\_ |

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| Evaluation and Comments(What worked?) |
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