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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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