

## Teaching Strategies / Exceptionality Assignment: #1

Match each of the areas of exceptionality listed below with their most appropriate set of teaching strategies/adaptations.

- **Bi-Polar Disorder**
- **Oppositional Defiant Disorder**
- **Behaviour / Emotional Disorder (Not Otherwise Specified)**
- **Dysgraphia**
- **Traumatic Brain Injury**
- **Giftedness**
- **Central Auditory Processing Disorder**
- **Autism Spectrum Disorder (Not Otherwise Specified)**
- **Dyslexia**
- **At-Risk / Marginalized Student**
- **Fetal Alcohol Spectrum Disorder**
- **Irlen Syndrome**
- **Non-Verbal Learning Disability**
- **Apraxia of Speech and/or Dysnomia**
- **Attention Deficit Hyperactivity Disorder**
- **Dyscalculia**
- **Developmental Disability (Intellectual Disability)**
- **Asperger Syndrome**
- **Body Dysmorphic Disorder**
- **Post Traumatic Stress Disorder**

### ANSWERS:

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## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#1)** \_\_\_\_\_:

As is always the case within this broad area of exceptionalities, structure and consistent routines, combined with the setting of clear classroom rules and expectations, linked to specific behavioral and learning consequences, is always the best place to start.

With this particular student you will want to choose your battles wisely. Students with this exceptionalities will continually try to create power struggles, hence, pick the social/ behavioral areas that are most important to focus on, rather than making a major issue of all social/behavioral indiscretions.

Continually consult with parent(s). Children with this exceptionalities are very difficult to deal with both at home and at school, and a better outcome is more likely if you and the parent(s) can support each other. The parent(s) may have some strategies for managing behavior that work at home that they can share with you, (the teacher). Also, collaboration will allow for consistency between home and school; very important where this particular student is concerned.

Involve the student in any plan to ultimately change his/her behavior, otherwise he/she will likely merely think of you as just another adult to rebel against. Thus, building a rapport with this identified student is key to moving a behavioral plan forward.

When identified with this exceptionalities, it is imperative that teachers, in all circumstances, try and remain calm, as these students actually enjoy making everyone around them angry. Also, by remaining calm and respectful, you will be modeling the type(s) of behavior(s) you would most like to see replicated by your student.

Where possible in the teaching/learning environment, provide some choice for this student. Ultimately, this will allow the student to feel as though he/she has been granted a degree of control, which may make him/her less inclined to generate "power-struggles" around each and every issue.

Where this particular student is concerned, you will want to frequently consult with all assigned support personnel, such as a specific school counselor, psychologist, and/or social worker. Students identified with this exceptionalities will very often have very limited social skills; hence, relationships with peers will be very problematic indeed. As a direct result, along with resolution and anger management training, intensive social skills training may be a requirement as well.

As a part of a collaborative strategy, where this integrated student is concerned, a teacher will always want to ensure that there is a separate space (and a plan), where this student can go to "cool-off" and get some "anger management" counseling, particularly when behaviors begin to escalate.

Although praise (at least initially) can be very problematic where this identified student is concerned, teachers should still utilize it quite liberally and very strategically, particularly to reinforce cooperative types of behaviors.

Where this particular student is concerned, you will want to absolutely minimize downtime, as students with this specific exceptionality always do best when kept very busy!

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#2)** \_\_\_\_\_:

Where this particular exceptionality is concerned, most physicians / psychologists will recommend that individuals be allowed to use computers, or devices which take advantage of oral articulation, or voice to text software. The “spell check” function can also be a great asset for this identified student.

Allow the use of print, even at the high school level.

Generally, assess submitted assignments for content, and not for the general rules of language mechanics (spelling, grammar, punctuation, capitalization, etc)

As this is a very specific “processing of language” exceptionality (because the process involved in disseminating information in one very particular way is, at best, an incredibly laborious one), always allow more time for the completion of tasks/assignments.

Assign a student editor, who can work closely with this student.

Assign a scribe, who will work closely with this student.

Allow the student to tape assignments and/or to take oral tests.

Always provide this student with copies of your notes, transparencies, and or “power-point” presentations (all electronic presentations).

Consistently reinforce the positive aspects of this student’s overall efforts.

As a teacher, make every effort to remove anxiety from the teaching/learning environment.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#3)** \_\_\_\_\_ :

Make required book lists available prior to the first day of class, thereby providing students with the opportunity to begin their reading early.

Have texts/reading material put on tape, or scanned onto a computer with text to voice software. Provide students with chapter outlines and/or study guides that cue them with respect to key points and main ideas in their assigned readings.

Provide an outline of the day/class, and always summarize the content learned at the end of lesson/class.

Absolutely avoid having this student read aloud in class.

Personally, read aloud all material that is written on the board or that is given in general handouts, transparencies, and/or PowerPoint presentations (all electronic presentations).

When writing on the board etc., ensure that the written information is well spaced, neat, and perhaps, in different colour - particularly if covering a lot of information at one specific time.

Encourage the student to develop their own (subject specific) “support circle”; friends or people they can call upon (besides the teacher) to check for understanding, or to clarify certain concepts and/or situations.

As this is a very specific “processing of language” exceptionality (because the process involved in acquiring information in one very particular way is, at best, an incredibly laborious one) always allow more time for the completion of tasks/assignments.

Consistently reinforce the positive aspects of the student’s overall efforts.

As a teacher, make every effort to remove anxiety from the teaching/learning environment.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#4)** \_\_\_\_\_ :

Where this particular exceptionality is concerned, you may want to take advantage of an “Auditory Trainer”, which is an electronic device that the teacher wears to reduce distracting noise and allows the student to focus on the teacher. This is often done by having the teacher wear a microphone while the student wears a receiver.

Have the student sit near the front of the classroom, and, as a teacher, try and reduce the complexity of all information dispensed down to its most basic/rudimentary form.

Always speak clearly and be prepared to rephrase all “spoken” information.

Have “sound deadening material” installed in your classroom

Always make a concerted effort to reduce background noise within classroom.

Permit a student to tape a class, as the student may need to listen to the class (and the general discussion contained within it) more than once.

Allow a little extra time at the front-end of any new lesson (to briefly review the lesson which immediately preceded it).

At the beginning of each lesson, consistently outline the general flow of the lesson (writing new terms and key points on the board as you go).

Allow the student to use a note taker or scribe, which provides them with an opportunity to concentrate exclusively on the discussion/lecture at hand.

Repeat and summarize segments of each lesson as it evolves. Always leave some time at the end of the lesson, which provides you (the teacher) with a real opportunity to review it in its entirety.

Provide students with a written copy of all major points emphasized within any given lesson.

In dealing with abstract concepts, paraphrase them in specific terms, and illustrate them by using concrete examples, personal experiences, hands-on models, etc. Also, consistently use visual tools, such as charts and graphs, where and when possible, within any given lesson. Restated, consistently provide visual aids to supplement auditory instruction.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#5)** \_\_\_\_\_ :

This particular exceptionality profoundly affects a student’s ability to function in school; such as having trouble finding their way around campus, problems adapting to new situations, and analyzing, organizing, or generalizing information, so teachers should always remain sensitive to these general characteristics.

Where this particular identified student is concerned, in all instances avoid using figures of speech, slang, or sarcasm. If you use figurative language, be sure to interpret it literally for the student (immediately afterwards).

Among many things, where this particular student is concerned, tardiness may become an issue. Thus, avoid a punitive approach and provide verbal instructions and cues to help prevent any future problems.

Spatial tasks will be daunting for this particular student. Hence, provide direct verbal instruction and plenty of assistance.

Whereas, in many cases, asking a student to repeat instructions back to you is an effective overall strategy, it will not work well for this identified student, who may be able to repeat all of your instructions verbatim, while still not clearly understanding what they specifically mean.

With this identified student, instruction will always work best starting from the smallest component parts and building to the big picture, rather than the other way around.

Use direct instruction to teach social skills, particularly related to nurturing positive relationships within the classroom. Restated, teachers should actively help students acquire, develop, and refine social skills in all class interactions.

Use direct instruction, particularly in teaching how to read body language, facial expressions, and tone of voice.

Use direct instruction to teach general conversational skills.

Group the student with "good role models" so that he/she can label and learn appropriate behavior; particularly related to general classroom decorum and the rules of overall social interaction.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#6)** \_\_\_\_\_:

Teaching a student with this particular exceptionality should be handled in much the same way as teaching a student with depression, since depression is very often a symptom of this particular disorder.

Begin each class greeting students with a smile and a personal welcome. Help each student feel important and, as a teacher, set a positive tone for the entire class.

Search for students' strengths and build on them. Build activities into your lesson plans that will allow every student to experience some degree of success.

Stick to the rules, and fairly and consistently execute consequences as they specifically relate to both appropriate and inappropriate behaviors.

Use praise liberally, but also very strategically.

Have zero tolerance for disrespectful behavior within and outside of the classroom.

Use classroom discussions to look at images in the media and how they influence society's perception of self and beauty.

### **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#7)** \_\_\_\_\_:

Where this identified student is concerned, you may have to devise a flexible curriculum, one that accommodates the sometimes rapid changes in the student's ability to perform consistently. When energy and mood are low, you may have to reduce academic demands; reciprocally, when energy and mood are high, you may be able to increase opportunities for academic achievement. In essence, you may have to modify classroom and homework assignments according to the student's fluctuations in mood, energy and concentration.

Depending on the student's state, as set within the exceptionality, more time for the completion of homework, or on tests or projects, may be a required accommodation that a teacher will be expected to make.

If the student needs to take medication at school, make sure it can be done privately, not in front of other students and/or staff.

With this identified exceptionality, be prepared to liaise and work with families and outside agencies in the best interests of your student.

### **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#8)** \_\_\_\_\_:

Where this exceptionality is concerned, in all interactions, teachers should listen carefully for general meaning and respond to general content, and never criticize or call attention to articulation deficiencies.

Always allow the student to finish his or her thought; refrain from filling in gaps by inserting words of your own.

Initially, ask questions of these identified students that can be answered by utilizing the minimal amount of vocabulary. As confidence and general class comfort grows, encourage this student to work towards providing more a detailed response to a strategically asked question (encourage the expansion of vocabulary).

Try to avoid asking this student to repeat him or herself. Students with this identified exceptionality generally have a very difficult time “speaking on demand” (thus, avoid “speaking surprises”).

As with most areas of identified exceptionality, practice and repetition in a relaxed, safe, and supportive environment, enhances overall performance, (and takes the greatest advantage of overall capabilities). Hence, where this particular student is concerned, create opportunities for conversation by designating special times to converse about the day's activities, or things the student has a specific interest in (sports, movies, books, video games, music, etc.).

Limit the number of oral presentations, and provide alternate methods for the student to present answers in written or visual forms.

### **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#9)** \_\_\_\_\_ :

Allow this student to bring up the event and/or situation that might have been primarily responsible for them being identified with this particular exceptionality in the first place. Create an environment and space where they can talk about it as much as they want, and, at any time.

Engage this identified student in general discussion as frequently as possible.

Maintain routines, schedules, and structure as much as possible.

Incorporate art, journaling and/or other creative activities into your lessons, wherever and whenever possible, as it will provide another (or alternative) outlet for legitimate expression.

Provide some choice for this identified student, as it may serve to enhance their overall sense of control over things in their life that may have previously seemed out of their control.

Encourage connections with peer helpers (i.e. Educational Assistants, Guidance Counselor's, or even fellow students) as it might deter the student from becoming isolated and/or withdrawn.

Whenever and wherever possible, encourage and incorporate into lessons physical activity as it may serve as a stress and/or anxiety reliever/reducer where this particular identified student is concerned.

As students identified with this exceptionality are much more likely to abuse illegal substances, or physically harm themselves, educators must be extremely vigilant in looking for these very negative/destructive types of behaviors.

Where this area of exceptionality is concerned, past experiences may be “triggered” at very unpredictable times, so a teacher should always have a plan with respect how these potential moments can be proactively and efficiently handled.



## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#10)** \_\_\_\_\_:

Where this identified student is concerned, you will probably be required to minimize transitions, offer consistent daily routines, and absolutely avoid surprises.

You will most likely be required to provide this student with a personal space for relaxation and/or as a space to relieve general anxiety and/or agitation. It may also have to be used as an “isolation” space because, where this particular student is concerned, behavior can negatively escalate very quickly and, quite often, most unpredictably.

Invite, develop, and support situations where this particular student is encouraged to initiate, “take on” and master targeted classroom tasks/responsibilities independently.

Try to develop an effective means of delivering information that will ensure that this particular student understands what is generally being conveyed.

Divide instructions into small, sequential steps. Consistently provide needed prompts and cues.

Where applicable, use social scripts to prepare this particular student for transitions, or to modify his or her unpredictable and/or ritualistic types of behavior.

Continuously use reinforcement and praise. Where this particular identified student is concerned, “Token Economy” or “Merit Systems” generally work very well.

Due to the fact that this disorder falls within a spectrum of diagnosable characteristics, where this particular exceptionality is concerned, you may have to make adaptations in three distinctive areas; in areas related to intellectual challenge, in areas related to general communication, and in areas related to social (interactive) behaviour.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#11)** \_\_\_\_\_:

Provide a highly structured environment.

Avoid changes as much as possible; consistency definitely matters here!!

Avoid unplanned, abrupt transitions (particularly between activities).

Include social and life skills instruction in the general delivery of curriculum.

Situate the student near the front of the classroom, allowing him to better maintain focus, and attend to your direct instruction.

Let the student have short (frequent) breaks (when necessary).

Break all tasks down into their smallest component parts, moving forward in an organized, incremental way. To make sure the student completely comprehends; have him immediately repeat all instructions back to you. If the activity is a brand new one, slowly walk through it with the student first.

Because reading and writing are usually such tremendous struggles, a computer equipped with specific software may be a much better way for this student to process certain types of basic information.

Encourage success and reward positive behavior with generous amounts of praise and/or incentives. Of course, positive reinforcement should always be immediately applied.

Be vigilant of possible bullying or exploiting of this student, as he is very vulnerable due to naivety.

At times, be prepared to provide this student with a quiet space in the classroom. (A “time-out” space).

Regularly review, with this student, consequences and rewards with respect to behavior and performance. As mentioned earlier, always check for understanding by having the student repeat back what was just said to him.

Due to a profound inability to detect cause and effect relationships, behavior problems can frequently occur where this identified student is specifically concerned. For example, a slight bump from a fellow student, may feel like a tremendous shove and personal insult where this particular student is concerned. As a direct consequence, outbursts and aggressive over-reactions are quite often very problematic for a teacher within this overall area of exceptionality. However, in response, immediate punishment is rarely the best approach here, since these exceptional students may not understand why they are receiving a negative consequence/sanction for their behaviour. Consequently, a teacher should try defusing/de-escalating the situation as calmly as possible, and certainly defer the applying of any negative consequence or sanction until the situation has calmed down quite significantly.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#12)** \_\_\_\_\_ ;

Do not be afraid to establish a relationship with your students that values and shows an interest in their lives outside of your classroom. Work incredibly hard at discovering your students’ strengths and interests and make them absolutely essential components within the overall teaching/learning experience (Be prepared to be a “talent-scout”).

To restate that which was said directly above, because school success is generally not a priority, identify your students “islands of competence” (the areas they are individually interested in) and make them work for you irrespective of discipline. At minimum, it provides you with a place to start and, by extension, a place to move forward from. Also, where behavior is directly concerned, it allows you to “strategically load” situations, which then may set in motion a process whereby self-esteem, self concept, overall rapport, and general respect are most pleasant corollaries.

“Strategically load” situations, particularly around interests and strengths, thereby enabling you to use praise very liberally and, of course, most effectively.

Consciously and strategically design activities where everyone is given a legitimate chance at success, and consciously reward that success once it’s achieved. Restated, where this student is concerned, be prepared to manipulate task(s) to ensure a more successful outcome.

Always try and maintain a highly structured, predictable classroom environment, consistently applying consequences for both favourable and unfavourable choices made within this environment.

Consistently provide opportunities for meaningful participation in all class activities.

Emphasize, work on, and reward the social and behavioural competencies just as you would the academic ones.

Consistently “work in” opportunities to teach “life skills”, particularly those of the “social interactive” variety.

Provide regular evaluation of students progress (assessment); always providing very clear feedback with respect to overall behavioural and academic expectations/targets.

Gently but consistently remind students of potential “life trajectories” based on decisions /choices made in both the classroom and schooling environment, and those decisions/choices made outside of the classroom/schooling environment.

Dispense self-deprecation, humour, laughter, compassion and, again, praise in very generous amounts ---and above all else, where this particular student is concerned, always keep expectations high!

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#13)** \_\_\_\_\_ :

Consistently present content that relates to broad-based issues, themes or problems.

Increase the range and variety of topics made available to the student.

Allow the student to select his or her own topic within a predetermined area (but, of course, with much broader parameters).

Nurture/develop independent learning and/or study skills.

Nurture complex, abstract and/or higher level thinking skills.

Allow the student to attempt open-ended tasks/activities.

Encourage the student to develop products that challenge existing ideas.

Design and assign activities that are more complex in overall orientation (e.g., comparative studies)

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#14)** \_\_\_\_\_ :

Avoid distracting stimuli such as windows, air conditioners, fans, aquariums, radiators or any other potential distractions. Restated, as much as possible, create a stimuli-reduced work area for students.

Surround students with this exceptionality with good (positive) role models.

Encourage peer tutoring and cooperative/collaborative learning (again, utilizing identified role models).

Keep all basic classroom routines simple and direct.

Consistently utilize prompts/cues to alert the student as to what is expected of them, with direct reference to appropriate behaviour and overall academic performance.

Help (ensure) student remains organized at all times (daily planner, diary, colour coded binder, post-it notes, etc.).

Before beginning an activity or assignment, ensure that the student clearly understands all instructions and what is specifically expected of him or her – of course, directly related to the activity or assignment.

Change can be incredibly problematic for this student, so, where possible, avoid surprises, abrupt transitions, disruptions, and, of course, frequent changes to schedule and/or routine.

Seat students close to your desk, but within a pattern of regular classroom seating, thereby better enabling them to retain their focus (faster, and for longer periods of time).

### **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#15)** \_\_\_\_\_ :

Provide peer assistance wherever and whenever possible.

Suggest the consistent use of graph paper (clear delineation).

Suggest/implement the use of colored pencils, particularly in differentiating between math problems and the more complex mathematical steps/procedures.

Utilize “manipulatives” wherever and whenever possible.

Consistently illustrate word problems with visuals (pictures). Reciprocally, encourage students to visualize math problems by using diagrams or even drawing pictures.

Utilize mnemonic devices wherever and whenever possible (BEDMAS).

Use different approaches to help with the memorizing of math facts, formulas, rules, etc. (such as rhymes, rhythms, and songs).

Encourage the student to talk through potential problems by employing a completely auditory approach.

Try to relate potential math problems to real life situations – (ones that the student can personally relate to).

Allow the use of a note taker (scribe) or tape recorder.

Wherever and whenever possible, provide copies of your notes to the student.

Encourage the use of calculators and scratch paper.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#16)** \_\_\_\_\_:

Consistently communicate with parents, and involve them (and the student) in the setting of academic, behavioural, and personal goals as they relate to the whole schooling experience.

Set clear limits and boundaries within the classroom.

Apply established consequences immediately, fairly, and consistently.

Always acknowledge and consistently reinforce acceptable behavior.

Try to minimize confrontations and power struggles within the classroom.

Wherever and whenever possible, try and provide a highly structured (predictable) classroom experience.

Clearly post rules and expectations around classroom.

Establish a quiet “cool off” area within the classroom.

Provide and teach opportunities for the student to use self-control and self-monitoring techniques to control his/her behavior.

Establish cues as reminders for inappropriate behavior.

Redirect to avoid situations that may increase anxiety levels.

Remain calm and aware of your body language when addressing a student.

Provide a positive and encouraging classroom environment.

Develop and use behaviour contracts where/when possible.

Give frequent feedback.

Consistently model the types of behavior you would most like to see replicated in your students.

- Remember, where this student is concerned (when strategically manipulated and consistently applied) proximity, voice, body language, and manipulations of the physical space are your four greatest assets.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#17)** \_\_\_\_\_:

Classroom environment and routines should be safe, predictable and consistent.

Minimize transitions, if at all possible. (Example: warn student of changes to schedule in advance as surprises will generally create increased levels of anxiety).

Ensure that classroom environment does not over-stimulate the child, hence reduce situations where “sensory overload” can become a potential intervening factor.

Model appropriate social cues in the context of “real” life situations. (Restated, rehearse and prepare for potentially difficult social situations. In the teaching/learning environment, develop and utilize social scripts to better prepare the student for transitions or to help the student modify his or her reactions to a particularly stressful situation).

Again, where possible, teach by utilizing social stories and provide the student with written scripts to use in specific situations – (especially involving interaction with his/her peers).

Provide the student with a safe personal space – (or a designated area to go to for a short break “from the action”).

Where possible, always use visuals in order to assist the student – especially when it comes to organizational and time management issues.

Consistently use short, direct and concise speech in communicating with the student. As well, avoid using slang or sarcasm.

Despite a desire for friends, difficulty in initiating or maintaining close relationships is usually an issue for this student, thus, at every opportunity teachers should strategically try to nurture/enhance this overall process for this identified student.

As this student may have a fixated set (or sets) of interests, be prepared to utilize these interests within the strategic design and delivery of designated (discipline related) lessons.

Although this is a spectrum disorder, and this student can present as having above average cognitive ability, they very often are very socially naïve and as a result are often taken advantage of, rejected, or bullied. Consequently, teachers need to be very vigilant in this regard.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#18)** \_\_\_\_\_:

Encourage the use of coloured overlays during reading the reading process (or when using an “overhead” projector”).

Encourage the use of specifically designed tinted lenses.

As a teacher, consistently copy tests, handouts, and assignments onto coloured or recycled paper.

Encourage and support the use of coloured notebook paper.

Allow the student to sit near a window or indirect lighting----rather than relying exclusively on direct (artificial) classroom lighting.

Allow student to use a finger, marker, and /or ruler to follow along while engaged in the reading process.

When writing notes on the board, consistently try and organize thoughts and observations into neatly organized and regimented columns for this identified student.

Although on most occasions where this particular student is concerned, the use of “white boards” should be avoided, when utilized, the use of multi-coloured markers should be very much encouraged. Also, when making electronic presentations, clear delineations within the presentation should be established, again, by manipulating clearly distinguishable colours.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#19)** \_\_\_\_\_:

Where this identified student is concerned, generally use a task-analysis approach to planning and instruction (i.e., break up the task into its smallest, sequential teachable units, which are arranged in short blocks of time. Establish a baseline of the student’s ability to perform the steps; model the desired performance; coach and reinforce correct responses at each step until each step can be completed successfully).

Make all questions short and simply stated, allowing sufficient thinking and response time.

Remove any distracting items to help the student focus on the task that is immediately at hand.

Encourage the student to express full thoughts instead of simple “yes” or “no” responses in order to promote thought and speech development.



As much as possible, relate instructional material to the student's life and to other real-life situations.

Help the student refine his or her ability to initiate, maintain, and conclude conversations.

Wherever and whenever possible, provide opportunities and choices for the student to select activities related to his or her strengths and general interests.

Remove the element of surprise by discussing activities and schedules, particularly before transitioning to a new activity.

Wherever and whenever possible, use a variety of visual aides and multi-modal teaching.

Facilitate opportunities for supportive relationships and provide strategies for the student to make and maintain friendships (e.g. by seating the student next to a supportive peer; by facilitating a support system for the student at lunch, at recess and during extracurricular time).

Encourage students to notice each other's accomplishments.

Encourage independence in the student as much as possible.

Wherever and whenever possible, provide all students with opportunities to make choices.

Where substantial deficiencies are noted, an overall strategy of consistent "practice and repeat" is very much encouraged (drill and repetition).

Be prepared to seriously manipulate overall age/grade/discipline expectations particularly as they relate to specific Ministerial curricular demands. More specifically, students with this identified exceptionality benefit and learn best from being with age appropriate peers, from having equitable access to learning, and from achieving in all aspects of their education, but they may require extensive modifications to the complexity and rate of delivery of regular grade-level expectations, and in some exceptional instances they may need to have a totally alternative curriculum.

## **A SCHOOL / CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:**

**(#20)** \_\_\_\_\_ :

Where this particular exceptionality is concerned, it is important that teachers move quickly to recognize the sudden onset of the disability, as they are then well equipped and prepared to help the student cope with the sudden change in his/her life ---particularly his/her school life.

Careful planning for school re-entry is necessary to make the transition to alleviate unnecessary stress. Example: shortening the school day, rest periods, reducing program load.

It is important to provide repetition and consistency in instruction and routines.

Present all new material in smaller (more manageable) chunks.

Offer a wide range of opportunities --- using different modalities to practice new skills.

When teaching new concepts, include many relevant (“real life”) examples.

The teacher should model new concepts and clearly state instructions-provide verbal and written instructions and visual cues wherever and whenever possible.

The sudden onset of the disability often reduces students’ self-esteem, therefore it is important that teachers provide opportunities for students to experience success within the classroom.

The sudden onset of this exceptionality, in most instances, suggests that the ability to memorize may be greatly compromised, thus create an environment where students do not have to rely heavily on memory.

Provide the student with more time to process material and responses.

Recognize the signs of attentional drifts and be prepared to redirect as necessary.

Identify antecedents to frustration. What are the specific tasks or things that are difficult or challenging to the student?

Wherever and whenever possible, provide computer and adaptive software to assist with fine motor and processing difficulties.

Dramatic mood swing(s) can be symptomatic within this identified area of exceptionality, thus helping the student work through these fluctuations/swings will need to become a central focus within the teaching/learning environment.