

# Strategies for Difficulty with ....

## Motivation

Parent      Student      Teacher

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Note where the student works best and facilitate as much time as possible <ul style="list-style-type: none"> <li>- in a large group</li> <li>- beside an independent learner</li> <li>- with peer</li> <li>- in independent self-instruction</li> <li>- in a small group</li> <li>- in individualized instruction</li> <li>- with a cross-age tutor</li> <li>- at learning centers</li> </ul>  |
| <hr/>                    |                          |                          |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Break down larger goals into mini-goals  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide choices, special activities and free time  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide preferential seating of student's choice   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increase intentional notice of student with a smile or a nod   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use contracts for work to be completed or desired behaviour  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instruct student in self-monitoring (progress chart towards attainment of goal/outcome)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increase opportunities for reinforcement <ul style="list-style-type: none"> <li>- use more immediate reinforcers (tangible and intangible) and feedback</li> <li>- increase frequency of communication of success to student and to home</li> <li>- provide opportunities for student to have a role in school (office, library, plants, scorekeeper, materials/equipment keeper, cross-age buddy/tutor for younger children)</li> <li>- provide a mentor from the school/ community</li> <li>- provide individual tutorial sessions</li> <li>- provide a Circle of Friends/ Peer Support (as model, helper, organization assistant, answers questions/clarifies, reads, scribes)</li> </ul> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increase participation in hands-on, culturally relevant activities working with an elder/volunteer in a one-on-one situation or small group  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increase amount of expressive arts   |

## Organization of Self and Materials

Parent      Student      Teacher

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teach and include practice on: <ul style="list-style-type: none"> <li>- basic organization (books, locker, desk, classroom spaces)</li> <li>- use of agenda, checklists, advance organizers</li> <li>- note-taking and study skills</li> </ul> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Model/rehearse different routines, procedures, tasks (quiet task, active task, what to do when finished work)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establish specific places for all belongings and reinforce student for keeping things in place   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Keep all of the student's work in one binder rather than in several notebooks and colour code the materials  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use photographs to reinforce where things belong   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establish a specific place/ procedure for turning in completed assignments   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Colour code all texts, books, notebooks, binder divisions by subject area  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Highlight text ( e.g. markers, highlight tape, ruler)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Check organization of notebooks frequently   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide extra set of books/materials for home use  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use a Lazy Susan to organize desk  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Attach pen to desk or student's clothing   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help student make a work plan for each subject area or learning goal   |

## Strategies for Difficulty with ....

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help student focus on directions   |
|                          |                          |                          | - provide audiotape or copy of teacher/peer notes to assist student to focus on listening or reading |
|                          |                          |                          | - colour code written material with chalk, pens, or highlighters for emphasis                        |
|                          |                          |                          | - provide checklists, outlines, advance organizers, structured overview before lesson                |
|                          |                          |                          | - provide directions in written form ( on board, on worksheets, in student assignment book)          |
|                          |                          |                          | - cue student to listen, to begin work or to stay on task by eye contact, naming or touch            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use physical proximity to help student refocus attention   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help student complete work   |
|                          |                          |                          | - require completion of fewer examples in practice activities  |
|                          |                          |                          | - chunk assignments, provide shorter tasks, block worksheet assignments into smaller segments        |
|                          |                          |                          | ( fold, cut, partially cover)  |
|                          |                          |                          | - provide scaffolding ( smaller monitored steps to complete a task)                                  |
|                          |                          |                          | - provide time suggestions for each task   |
|                          |                          |                          | - give frequent reminder of time limit for task completion   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Extend time for assignments  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set smaller goals or partial goals, do spot checks and frequent evaluations                          |

### Listening

- | Parent                   | Student                  | Teacher                  |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reduce extraneous noise and other distractions   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use a multi-sensory approach with visual aids, demonstrations, simulations, manipulatives, movement games, music, visualization, art, construction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pre-arrange a physical cue for student (e.g. raise a finger) to denote "I am listening"  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pre-teach vocabulary and key concepts  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide checklists, outlines, advance organizers, structured overview  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide copy of teacher /peer notes so student can focus on listening  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Repeat instructions or have student/peer repeat instructions   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give instructions visually as well as verbally   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use visuals to supplement auditory information whenever possible in order to help students " think in pictures"                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help the student to feel comfortable asking questions, even repeatedly, when he or she does not understand   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow student to tape record material presented orally   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Alter presentation style by:   |
|                          |                          |                          | - reducing number of concepts presented at one time  |
|                          |                          |                          | - slowing rate of presentation of information/concepts   |
|                          |                          |                          | - breaking information/tasks/procedures into steps and provide visual cues   |
|                          |                          |                          | - paraphrasing information   |
|                          |                          |                          | - using repetition and more examples   |
|                          |                          |                          | - keeping statements short   |
|                          |                          |                          | - avoiding the use of metaphors, idioms, puns  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Cue student when expressing key points or asking questions by eye contact, naming or touch   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wait a period of time for verbal responses   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use overheads and keep for later review by student   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow student to check understanding with peer/partner   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use physical demonstration rather than verbal prompting  |

# Strategies for Difficulty with ....

## Written Expression

Parent      Student      Teacher

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reduce the amount of written expression required within a subject/learning goal area   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use more computer assisted instruction/programs and practice/simulation activities   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teach use of word processor, spell-check, grammar checkers   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow alternative methods of data collection (tape recorders, dictation, interviews, fact sheets)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reduce the amount of note-taking required  |
|                          |                          |                          | - provide teacher or peer generated copies of notes  |
|                          |                          |                          | - provide outlines and study guides for information presented  |
|                          |                          |                          | - instruct in use of graphic organizers such as webs, venn diagrams, story grammars  |
|                          |                          |                          | - avoid copying from text or board   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use adapted devices as needed (chalk holder, pencil grips, bingo marker, highlighters, erasable pen)   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use adapted paper (e.g. raised lines, highlighted lines, NCR paper)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use a slant board  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use self-correcting materials  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow for spelling errors on written assignments and tests   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Avoid pressure for speed and accuracy  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Chunk assignments into manageable tasks  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow extra time to complete assignments   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow rewrites of assignments  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reduce amount of writing or provide alternatives to required written assignments   |
|                          |                          |                          | - accept key word responses instead of complete sentences  |
|                          |                          |                          | - accept dictated or word-processed assignments  |
|                          |                          |                          | - vary output mode for assignment ( sentence, key words, outline, graphic organizer, oral response, dictated response, taped response)   |
|                          |                          |                          | - use a scribe   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use templates  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use a portable word processor, a computer with word processor or a talking word processor  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use word prediction software ( e.g. Co:writer, Word Q) to facilitate spelling and sentence construction, Multimedia software for production of ideas (e.g. PowerPoint, ), Voice recognition software |

## Strategies for Difficulty with ....

### Oral Expression – Sounds and Vocabulary Development

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Point out the sounds in words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talk about how to say the sounds – what to do with the mouth; use a mirror to practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make the sound “stick out” by stressing/repeating it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Compare sounds with each other e.g. sh and ch.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Point out sounds in the classroom to increase awareness and discrimination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	( environmental sounds as well as speech sounds in words)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assign 2 or 3 words per day to be used in conversation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach new words and new ways to say things.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Use lots of oral language, chanting, singing, pattern stories, books on tape and oral games."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use games with a dictionary or thesaurus finding synonyms for known or simple words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a picture dictionary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create key word and sight cards for vocabulary building.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have/help student to develop a vocabulary card index.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written SSP Guidelines"

### Oral Expression -- Word Retrieval, Articulation and Fluency

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use first sound cue e.g. “st” when student tries to think of “stop.”
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Present alternatives e.g. “is it black or brown?”
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage student to describe an object e.g. by usage or location.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Teach category terms: e.g. colour, shape, food, furniture."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emphasize relevant features when teaching new vocabulary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Give plenty of time to respond.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assist the student who is not understood <ul style="list-style-type: none"> <li>- ask for repetition</li> <li>- ask for information about the word</li> <li>- ask the student to show you or describe the word</li> <li>- ask the student to use a different word.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Model a slow rate of speech and clear pronunciation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Maintain a calm, accepting classroom atmosphere to reduce student’s anxiety and self-consciousness."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintain eye contact while being an attentive listener.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase pause time and give the student plenty of time to talk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"If the student mispronounces, model the correct pronunciation after the student has finished answering."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"When necessary, rephrase the content of the student’s speech slowly and smoothly."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"When calling on the student to talk, don’t ask open-ended questions."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Call on the student early for answers so that tension doesn’t build up.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refrain from finishing the student’s words or interrupting while he/she is speaking.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid drawing attention to any hesitation or stuttering
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prevent teasing about the student’s speech
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage partial answers rather than forcing complete ones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If student stops in mid-sentence add structure by saying something such as “ and then what happened”.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written SSP Guidelines"

# Strategies for Difficulty with ....

## Sensory/Motor - Vision

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use special aids such as magnifiers, special lighting, large type, yellow acetate over print materials to reduce glare
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow preferential seating and provide extra desk space for enlarged materials and special aids
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use special raised-line paper for writing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use assistive technology such as books on CDs, talking calculators, large print books
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enlarge print material on a copy machine or use larger font on computer screen
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use concrete materials and tactile aids such as relief maps and math manipulatives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use teaching materials in Braille or on audiotape
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Highlight information to be learned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid copying tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have student verbalize instructions before beginning a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cut worksheets in to smaller segments and highlight, colour code or underline essential concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use an auditory timer to signal changes in activity or times assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow extra time for assignments and tests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assist the student with orientation to the classroom and school. Talk about where things are located and give precise, detailed descriptions and directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have someone walk with the student to guide them, if necessary, but don't lead him or her. A hand by the student's elbow is usually sufficient
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	For computer use provide: <ul style="list-style-type: none"> <li>- screen magnification software</li> <li>- screen colour contrast</li> <li>- screen reader</li> <li>- text reader</li> <li>- Braille/tactile labels for keyboard, alternate keyboard with enlarged keys or Braille keyboard and note taker</li> </ul>

## Sensory/Motor - Fine and Gross Motor

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use adapted devices as needed (chalk holder, scissors, pencil grips, weighted pencil, bingo marker, highlighters, erasable pen, NCR paper)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adjust type of desk (lip on side of desk, tilt-top, table not desk, light box)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use modeling clay, play dough and other manipulatives, building with blocks or lego, games such as Twister, Statues, Simon Says ...
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use music to encourage a sense of rhythm
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase amount of space to provide answers on work sheets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Darken cutting lines, use tracing and stencils
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage the early development of keyboarding skills for word-processing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce amount of copying from text and/or chalkboard (provide copies of notes from teacher or peer, provide NCR paper for copies)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide extra time to complete assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accept key word responses instead of complete sentences for assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set realistic and mutually agreed-upon expectations for neatness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vary output mode for assignments (sentence, key words, outline, graphic organizer: oral response, dictated response, taped response)

# Strategies for Difficulty with ....

## Math Word Problems

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use pictures/rebus to illustrate words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use language teaching strategies to teach math symbols
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Match words with operations – have a guide for different ways of expressing the basic operations (addition, subtraction, multiplication, division)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Apply reading comprehension strategies to problem solving (eg. deciding what the main idea is and what is extraneous information)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use manipulatives, drama to make word problems understandable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<del>Compose word problems using examples from student's everyday environment</del>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have students colour-code words and symbols with highlighter pen using a different colour for each operation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use simpler problems of the same type to model methods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage students to represent problem in pictorial or diagram form
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Represent algebraic symbols with concrete symbols to foster student understanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach prediction and estimation skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Permit extended time for problem solving

## Assessment

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use alternative assessment practices <ul style="list-style-type: none"> <li>- weight assessments to favour student's strengths (e.g. projects, class work)</li> <li>- use portfolios of student work</li> <li>- put emphasis on demonstration of skills</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help student focus on tests <ul style="list-style-type: none"> <li>- give frequent shorter quizzes rather than a long test</li> <li>- allow student to take breaks during test</li> <li>- provide an alternate setting for taking test</li> <li>- provide extra time or un-timed test</li> <li>- change time of day for assessment to optimum time for student</li> <li>- section test and complete in more than one sitting</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce the student's concern about recall/memory in a test situation <ul style="list-style-type: none"> <li>- teach test-taking skills (multiple choice, short answer, T/F, matching)</li> <li>- teach and review key test-taking vocabulary (list, compare, contrast, discuss)</li> <li>- provide study guide for tests</li> <li>- provide practice tests</li> <li>- reduce number of alternatives on multiple-choice</li> <li>- allow previewing questions</li> <li>- allow student to explain answers</li> <li>- use open-book tests or allow use of notebooks</li> <li>- allow the use of calculators, multiplication charts, word banks</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Simplify language and format of test <ul style="list-style-type: none"> <li>- use similar test questions with simplified language</li> <li>- provide prompts, clues and word lists</li> <li>- use arrows and stop signs to guide student</li> <li>- use large print, more white spaces</li> <li>- highlight directions</li> <li>- arrange test questions from simplest to more complex</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vary the input mode for tests <ul style="list-style-type: none"> <li>- read directions orally before test</li> <li>- question students on meaning of directions and/or sequence of steps</li> <li>- record test on audiotape</li> </ul>

## Strategies for Difficulty with ....

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide an opportunity for the student to physically end an activity (e.g. turn over pictures, put article, book or materials away) before proceeding to the next activity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Arrange for early release from classrooms  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Try to use consistent rules and consequences among classrooms  |

### Frustration and Anger

Parent      Student      Teacher

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use proximity or eye contact with the student when addressing the large group  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establish a private signal to remind student to stop and think   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Avoid confrontations   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <del>Interact with the student constantly by being present before class, moving around class, etc.</del>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give the student leadership responsibilities when possible (e.g. coaching or tutoring younger students)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help the student set up a system of self-monitoring and control strategies   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teach the student to use self-talk to slow down reactions to stressors   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Offer feedback on work or behaviour when the student is attentive, calm and relaxed  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | When giving feedback, focus on the positive aspects of the student's work or behaviour first   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Carefully monitor levels of tolerance and frustration in order to adjust tasks and provide experience of success   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Control space and materials so student doesn't feel overwhelmed  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Anticipate and identify warning signs for the student and teach a routine for preventing an outburst   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide calming activities depending on needs of the student such as: <ul style="list-style-type: none"> <li>- walking or other physical activity</li> <li>- carrying and delivering objects</li> <li>- structured movement breaks</li> <li>- change to other activity</li> <li>- move to "calming space"</li> </ul> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide a calming space such as a carrel, special corner of the room or, for older students, an area removed from the classroom  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Debrief the student after any incident and focus on what could have been done differently  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use visual images such as a volcano to help student identify what causes them to be angry and "erupt". Discuss alternative ways to manage anger  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | After any outburst or inappropriate behaviour teach or re-teach the correct behaviour rather than focusing on blame  |

