

- ***Wendy is a grade 5 student who has great difficulty with reading comprehension. She also has written output difficulties. She can answer simple 'yes and no' questions about what she has read. The class is reading "Charlotte's Web" and will be completing a book report on the main characters. Wendy wants to participate in the novel study. She loves animals and lives on a farm. She is a good artist and prefers an auditory learning style. Wendy also has difficulty with transitions from one activity to another. She often gets upset when there is a change of activity.***

- Write a few sentences accompanied by pictures
- Break task into chunks
- Provide an opportunity to watch the movie to get the story events
- Audio book; follow along in text
- Oral report
- Use of Kursweil
- Draw events for book report
- Ask 'yes' 'no' questions about each chapter
- Prompt to get her to relate the story to her own farm experience
- Plenty of warning about transitions
- Visual schedule with auditory prompting
- Adapt book report form to answer 'yes' and 'no'
- Provide time to 'wrap up' and move to next activity
- book report done on power point or poster with lots of pictures
- include farm animals from the story and her own knowledge
- scan book on Kursweil or load oral version on iPod (ARC site)
- visual schedule for transitions
- 5 minute warning
- clock with timer that times down
- discussion about what is the difficult part of transitioning

- ***Dan is a grade 7 student with slow processing speed with average cognitive abilities. His written work is legible, but takes him along time to get information on paper. He becomes frustrated when rushed. Dan often has difficulty processing directions and will just sit doing nothing in class when he does not understand what to do. This is becoming more difficult as he falls further behind in his work.***

- Provide oral directions ahead of time in a one to one setting
- Keep instructions and directions short and simple
- Check with Dan to see if he understands the directions
- Provide additional time for task
- Student provides answers orally, EA scribe
- Utilize Dragon Speaks or Dragon Dictate
- Break tasks into smaller chunks
- Provide one to one support
- Allow Dan to work at his own pace
- Reduce expectations, length of task
- Adaptive pencil/ pencil grip
- Use computer-type information
- Quieter environment
- T scribe some of his work-alternate
- co-writer on computer
- graphic organizers to record key points
- written directions
- buddy helper to repeat directions and cue him
- getting started-what does it look like
- visual prompt card
- catch him being good, positive reinforcement
- check and recheck by adult
- try not to rush student

- ***Michelle is a grade 4 student with autism. She has slightly below average cognitive skills, but has very limited vocabulary and expressive language skills. She is very sensitive to noise and touch. The class is going to do presentations to the class on what they learn about the provinces of Canada. Michelle has travelled across Canada with her family. She has difficulties in PE and often gets upset in the gym. She has had some difficulties lining up with her classmates when the bell rings, she seems agitated during these times. and is beginning to hit her peers***

- Help her make a slide show using pictures
- Buddy system while lining up
- Positive reinforcement/comments when lining up
- Earplugs or warning of noise or bell
- Remove from gym
- AAC devices to show knowledge of trip
- During PE take her for a walk or change environment
- Modified activity for PE while interacting with smaller group of peers
- Different place to line up
- Use of Dragon Speak
- poster or power point presentation
- Show pictures of her trip and talk about specific places
- present in a quiet place to small group of peers
- ear plugs in gym
- come in earlier or later or other door
- social story about lining up and noise
- buddy to line up with end of line
- limit her time in the gym

- ***Joe is in grade 1. He has trouble putting his thoughts on paper. He also has a difficult time sitting still and difficulties organizing his belongings. His desk is very disorganized, as is his cubby. Joe has average intelligence and enjoys working in the class with other students. During activities that involve writing, he sometimes gets visibly upset, puts his materials on the floor and gets very disruptive.***

- Peer support
- Work standing up
- Simplify/reduce clutter
- EA scribe
- Use of speech to text software
- Check sensory stimuli-adjust if necessary
- Pencil grip for writing
- Consistent routine
- Teach steps to help him stay organized
- Break activity into smaller chunks
- Different writing tools (whiteboard, coloured pencils)
- Weighted turtle/sit cushion
- movement breaks-stretch, drink, office runner,
- take materials out of desk-keep only what is needed
- list of what he needs for each lesson
- basket in cubby-labels in cubby
- draw pictures for what he knows
- break writing up-do 3 words, break, 3 more words
- you write, I write
- fancy pencil to write