

# Record of Adaptations



**Student name** \_\_\_\_\_ **DOB** \_\_\_\_\_ **Grade** \_\_\_\_\_

## Statement of purpose

A Record of Adaptations provides documentation for students who follow approved Saskatchewan curricula but require **extensive and continuing use** of the Adaptive Dimension in instruction, resources, assessment and learning environment. This form will be required if a student is being considered for Tier 3 or referral to Special Education.

## Strategies:

Include academic, behavioral and environmental adaptations as outlined in ROA checklist.

Comments/ additional relevant information:

Signature:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

## Record of Adaptation

For each student, select the appropriate strategies, by placing a checkmark in front of the chosen Adaptation.

Student 1	
Student 2	
Student 3	
Student 4	

Completed by	
Date	

STUDENT				Focus	STRATEGIES
1	2	3	4		

### 1. Motivation

				1	-Note where the student works best and facilitate as much time as possible -in a large group -beside an independent learner -with peer -in independent self-instruction -in a small group -in individualized instruction -with a cross-age tutor -at learning centers
				2	-Break down larger goals into mini-goals
				3	-Provide choices, special activities and free time
				4	-Provide preferential seating of student's choice
				5	-Increase intentional notice of student with a smile or a nod
				6	-Use contracts for work to be completed or desired behaviour
				7	-Instruct student in self-monitoring (progress chart towards attainment of goal/outcome)
				8	-Increase opportunities for reinforcement -use more immediate reinforcers (tangible and intangible) and feedback -increase frequency of communication of success to student and to home -provide opportunities for student to have a role in school (office, library, plants, scorekeeper, materials/equipment keeper, cross-age buddy/tutor for younger children) -provide a mentor from the school/ community -provide individual tutorial sessions -provide a Circle of Friends/ Peer Support (as model, helper, organization assistant, answers questions/clarifies, reads, scribes)
				9	-Increase participation in hands-on, culturally relevant activities working with an elder/volunteer in a one-on-one situation or small group
				10	-Increase amount of expressive arts

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## 2. Organization of Self and Material

				1	-Teach and include practice on: -basic organization (books, locker, desk, classroom spaces) -use of agenda, checklists, advance organizers -note-taking and study skills
				2	-Model/rehearse different routines, procedures, tasks (quiet task, active task, what to do when finished work)
				3	-Establish specific places for all belongings and reinforce student for keeping things in place
				4	-Keep all of the student's work in one binder rather than in several notebooks and colour code the materials
				5	-Use photographs to reinforce where things belong
				6	-Establish a specific place/ procedure for turning in completed assignments
				7	-Colour code all texts, books, notebooks, binder divisions by subject area
				8	-Highlight text ( e.g. markers, highlight tape, ruler)
				9	-Check organization of notebooks frequently
				10	-Provide extra set of books/materials for home use
				11	-Use a Lazy Susan to organize desk
				12	-Attach pen to desk or student's clothing
				13	-Help student make a work plan for each subject area or learning goal
				14	-Consistently follow a specific routine with the student -post the daily schedule and student's schedule, if different -have the student in early to review daily plan -have list of daily tasks on student's desk
				15	-Provide student with checklist for getting started or set up cueing signal from teacher
				16	-Check on progress often in first few minutes of work
				17	-Give extra time to get ready for changes in activity/transition times
				18	-Priorize assignments for/with the student
				19	-Assign one task at a time, focusing initially on organization for the task and then on achievement
				20	-Provide student with a partner for assignments, checking work or homework
				21	-Use visual timelines to help develop time-management skills
				22	-Use voice output reminders for tasks, assignments, steps to a task (e.g. Step Pad , Pocket Coach)
				23	-Use hand-held devices with scheduling software (e.g. Palm)
				24	-Provide special software for manipulation of objects/concept development (e.g. Blocks in Motion, Build Ability, IntelliPicsStudio) – may also use alternate access method such as Touch Screen
				25	-Provide software for organizing ideas and studying (e.g. Inspiration, Draft Builder)

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### 3. Attention

				1	-Provide alternative seating according to needs (away from noise, in area free from distractions, close to board, near teacher)
				2	-Create additional/alternative work space for student (quiet area for study, study carrel)
				3	-Provide safe or quiet retreat space within the classroom (e.g. a tent, corner with pillows)
				4	-Allow participation and completion of work from a variety of positions (standing, sitting on ball or beanbag, laying on the floor, printing on the vertical)
				5	-Allow weighted items including weighted clothing, lap pads or special seating that incorporates extra weight or pressure
				6	-Provide instruction in focusing and attention-training techniques such as visualization and self-talk skills
				7	-Schedule more difficult lessons earlier in the day to cut down on fatigue
				8	-Alternate lessons requiring auditory attention with those requiring visual
				9	-Pace instruction and materials to avoid overstimulation
				10	-To deal with overactivity or the need for stimulation from movement: -provide squeeze balls on desk -put sandpaper under desk -allow reading in a rocking chair
				11	-Help student focus attention on materials -keep desk free of unneeded materials/clutter -adapt page set-up by line indicators, sectioned paper, graph paper, raised line paper, covering parts of worksheet, putting less information on page -use arrows, underline, or dots for line direction to help student follow printed material -use window cards, frames, thick borders or boxes to help student focus on page or part of a page
				12	-Provide clock, watch or timer to improve focus and work time
				13	-Schedule extra break times
				14	-Provide opportunities for movement, a "walkabout" or time in the gym
				15	-Use headphones to block noise or provide calming music
				16	-Teach calming and relaxation strategies
				17	-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
				18	-Use physical proximity to help student refocus attention
				19	-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
				20	-Extend time for assignments
				21	-Set smaller goals or partial goals, do spot checks and frequent evaluations

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#### 4. Listening

				1	-Reduce extraneous noise and other distractions
				2	-Use a multi-sensory approach with visual aids, demonstrations, simulations, manipulatives, movement games, music, visualization, art, construction
				3	-Pre-arrange a physical cue for student (e.g. raise a finger) to denote "I am listening"
				4	-Pre-teach vocabulary and key concepts
				5	-Provide checklists, outlines, advance organizers, structured overview
				6	-Provide copy of teacher /peer notes so student can focus on listening
				7	-Repeat instructions or have student/peer repeat instructions
				8	-Give instructions visually as well as verbally
				9	-Use visuals to supplement auditory information whenever possible in order to help students "think in pictures"
				10	-Help the student to feel comfortable asking questions, even repeatedly, when he or she does not understand
				11	-Allow student to tape record material presented orally
				12	-Alter presentation style by: <ul style="list-style-type: none"> <li>-reducing number of concepts presented at one time</li> <li>-slowing rate of presentation of information/concepts</li> <li>-breaking information/tasks/procedures into steps and provide visual cues</li> <li>-paraphrasing information</li> <li>-using repetition and more examples</li> <li>-keeping statements short</li> <li>-avoiding the use of metaphors, idioms, puns</li> </ul>
				13	-Cue student when expressing key points or asking questions by eye contact, naming or touch
				14	-Wait a period of time for verbal responses
				15	-Use overheads and keep for later review by student
				16	-Allow student to check understanding with peer/partner
				17	-Use physical demonstration rather than verbal prompting

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## 5. Reading

				1	-Reduce the amount of reading required within a subject/learning goal area
				2	-Use more computer assisted instruction/programs and practice/simulation activities
				3	-Use a multi-sensory approach with visual aids, demonstrations, manipulatives, movement games, music, visualization, art, construction
				4	-Pre-teach vocabulary and key concepts
				5	-Help the student focus on the most important concepts -teach strategies for note-taking -use highlighters or contrasting colours to emphasize important concepts -provide outlines, checklists, advance organizers and study guides for reading material -prepare audiotapes of reading/textbook materials and use recorded books to assist student to reinforce reading -condense or rewrite text material -give student simple questions to think about as they read
				6	-Create key word and sight word cards for vocabulary building, phonetic strategies etc. Encourage the student to develop a vocabulary card index
				7	-Use cut-up sentence strips to assist with word identification and story understanding
				8	-Allow student to obtain information by alternate means (tape recorder, computer, interview)
				9	-Use frequent short conferences to check student understanding
				10	-Reduce amount of copying from text and/or chalkboard
				11	-Help the student's visual processing of print material -increase amount of space and definition on work sheets or tests -use overlays /acetate on textbook pages -use high contrast materials (black print on yellow paper) -use large print editions of texts -enlarge print size on computer generated materials, worksheets or photocopying -use arrows, underline, or dots for line direction to help student follow printed material
				12	-Have student use book adapted for page turning (e.g. page fluffers, 3-ring binders and folders)
				13	-Provide pictures with the text ( e.g. Picture It, PixWriter)
				14	-Use talking electronic devices for single words (e.g. Reading Pen, Franklin, Bookman) -Use scanner with OCR and a talking word processor
				15	-Use electronic books (e.g. Start to Finish)

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## 6. Writing Expression

				1	-Reduce the amount of written expression required within a subject/learning goal area
				2	-Use more computer assisted instruction/programs and practice/simulation activities
				3	-Teach use of word processor, spell-check, grammar checkers
				4	-Allow alternative methods of data collection (tape recorders, dictation, interviews, fact sheets)
				5	-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
				6	-Use adapted devices as needed (chalk holder, pencil grips, bingo marker, highlighters, erasable pen)
				7	-Use adapted paper (e.g. raised lines, highlighted lines, NCR paper)
				8	-Use a slant board
				9	-Use self-correcting materials
				10	-Allow for spelling errors on written assignments and tests
				11	-Avoid pressure for speed and accuracy
				12	-Chunk assignments into manageable tasks
				13	-Allow extra time to complete assignments
				14	-Allow rewrites of assignments
				15	-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
				16	-Use templates
				17	-Use a portable word processor, a computer with word processor or a talking word processor
				18	-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



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## 7. Memory

				1	-Teach only one concept at a time or present one instruction at a time until student remembers well, then increase to two and build up from there
				2	-Employ visual cues such as videos, colour-coding, picture clues to aid memory of new material
				3	-Reinforce by asking student to repeat information heard
				4	-Provide checklists, outlines, advance organizers
				5	-Use language familiar to the student whenever possible
				6	-Practice new or key words throughout the day
				7	-Help the student to clearly understand directions -shorten directions -provide directions in written form (on board, on worksheets, in assignment book) -read directions for assignments several times -have the student "walk through" sequential activities/tasks
				8	-Use constant repetition so information becomes old information rather than appearing new or foreign
				9	-Learning through art and music activities aids memory for some students
				10	-Enhance aspects of memory that involve paying attention by playing memory games
				11	-Use recognition questions rather than open-ended ones
				12	-Use strategies to assist/enhance recall (prompts, cues, clues, mneumonics, word lists)
				13	-Use reminder devices as needed (number line, alphabet line, date stamp, picture cards of routine procedures)
				14	-Allow students to use response aids (math tables, dictionaries, calculators, word processors, spell checkers, grammar checkers)
				15	-Wait a period of time for verbal responses
				16	-Use guided practice, complete first example with the student
				17	-Provide scaffolding (smaller monitored steps to complete a task)
				18	-Give frequent reminders of homework assignments
				19	-Set up and monitor a daily homework assignment book which goes home and is signed
				20	-Set smaller goals or partial goals, do spot checks and frequent evaluations
				21	-Provide extra visual and verbal reminders to be used during times of stress as memory functioning decreases at such times

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### 8. Oral Expression-Sounds &Vocabulary Development

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

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### 9. Oral Expression – Word Retrieval, Articulation, & Fluency

				1	-Use first sound cue e.g. “st” when student tries to think of “stop.”
				2	-Present alternatives e.g. “is it black or brown?”
				3	-Encourage student to describe an object e.g. by usage or location.
				4	-“Teach category terms: e.g. colour, shape, food, furniture.”
				5	-Emphasize relevant features when teaching new vocabulary.
				6	-Give plenty of time to respond.
				7	-Assist the student who is not understood -ask for repetition -ask for information about the word -ask the student to show you or describe the word -ask the student to use a different word.
				8	-Model a slow rate of speech and clear pronunciation.
				9	-“Maintain a calm, accepting classroom atmosphere to reduce student’s anxiety and self-consciousness.”
				10	-Maintain eye contact while being an attentive listener.
				11	-Increase pause time and give the student plenty of time to talk.
				12	-“If the student mispronounces, model the correct pronunciation after the student has finished answering.”
				13	-“When necessary, rephrase the content of the student’s speech slowly and smoothly.”
				14	-“When calling on the student to talk, don’t ask open-ended questions.”
				15	-Call on the student early for answers so that tension doesn’t build up.
				16	-Refrain from finishing the student’s words or interrupting while he/she is speaking.
				17	-Avoid drawing attention to any hesitation or stuttering
				18	-Prevent teasing about the student’s speech
				19	-Encourage partial answers rather than forcing complete ones
				20	-If student stops in mid-sentence add structure by saying something such as “and then what happened”.
				21	-“Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written SSP Guidelines”

STUDENT				Focus	STRATEGIES
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### 10. Oral Expression – Limited Language Output

				1	-Have casual and private conversations with the student about topics of interest to him/her.
				2	-"Use recalling information about personal life as a strategy e.g. yesterday's events, home life etc. and then progress to expressing thoughts, feelings and ideas."
				3	-Pose simple riddles or jokes to the student. Encourage him/her to tell jokes or stories.
				4	-Have student describe pictures or scenes with a challenge to use descriptive adjectives and to be specific.
				5	-Have student repeat instructions.
				6	-Model correct language by identifying a specific target e.g. past tense and reflect it back to the student after every incorrect use. E.g. " I writed my assignment" Teacher says; " Oh I see you wrote the assignment."
				7	-"Expand on the student's utterances as a model by adding form, content and attributes. For example, the student says "They're fighting". Teacher says "Where did you see the fight" or "It's not a serious fight" illustrating the need for more clarity and encouraging the student to provide more complete information."
				8	-"Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written SSP Guidelines"

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### 11. Sensory/Motor - Hearing

				1	-Allow preferential seating
				2	-Try to reduce background noises
				3	-Provide previews, on paper or on the board, of vocabulary words or concepts in a lesson
				4	-Provide a daily agenda on the board or on the student's desk to provide direction and timing for short-term work
				5	-Always face the student when talking or instructing and try not to stand in front of lights or windows
				6	-Get the student's attention before instructing
				7	-Speak in a natural tone at moderate speed. Do not talk loudly or over-enunciate
				8	-Use visual aids whenever possible: overhead projector, blackboard, handouts, outlines of materials to be studied, diagrams and video/film
				9	-Use other students to help take notes, pass along directions, verify understanding
				10	-Check comprehension of instructions and content of lessons frequently
				11	-Provide a buddy to cue the student during class discussions or physical activities
				12	-Accommodate for oral instruction with written material, demonstrations, hands-on instruction and visual representations
				13	-Use a scribe or note taker for the student, if necessary, as a student who is speech reading cannot take notes at the same time
				14	-Use a visual timer for times assignments or activity changes
				15	-Use computer/portable word processor
				16	-Use other assistive technology such as: - TTY/TDD with or without delay - signaling device - closed captioning - flash alert signal on computer - personal amplification system/hearing aid - FM or loop system - infrared system

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## 12. Sensory/Motor - Vision

				1	-Use special aids such as magnifiers, special lighting, large type, yellow acetate over print materials to reduce glare
				2	-Allow preferential seating and provide extra desk space for enlarged materials and special aids
				3	-Use special raised-line paper for writing
				4	-Use assistive technology such as books on CDs, talking calculators, large print books
				5	-Enlarge print material on a copy machine or use larger font on computer screen
				6	-Use concrete materials and tactile aids such as relief maps and math manipulatives
				7	-Use teaching materials in Braille or on audiotape
				8	-Highlight information to be learned
				9	-Avoid copying tasks
				10	-Have student verbalize instructions before beginning a task
				11	-Cut worksheets in to smaller segments and highlight, colour code or underline essential concepts
				12	-Use an auditory timer to signal changes in activity or times assignments
				13	-Allow extra time for assignments and tests
				14	-Assist the student with orientation to the classroom and school. Talk about where things are located and give precise, detailed descriptions and directions
				15	-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
				16	-For computer use provide: -screen magnification software -screen colour contrast -screen reader -text reader -Braille/tactile labels for keyboard, alternate keyboard with enlarged keys or Braille keyboard and note taker

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### 13. Sensory/Motor – Fine & Gross Motor

				1	-Use adapted devices as needed (chalk holder, scissors, pencil grips, weighted pencil, bingo marker, highlighters, erasable pen, NCR paper)
				2	-Adjust type of desk (lip on side of desk, tilt-top, table not desk, light box)
				3	-Use modeling clay, play dough and other manipulatives, building with blocks or lego, games such as Twister, Statues, Simon Says ...
				4	-Use music to encourage a sense of rhythm
				5	-Increase amount of space to provide answers on work sheets
				6	-Darken cutting lines, use tracing and stencils
				7	-Encourage the early development of keyboarding skills for word-processing
				8	-Reduce amount of copying from text and/or chalkboard (provide copies of notes from teacher or peer, provide NCR paper for copies)
				9	-Provide extra time to complete assignments
				10	-Accept key word responses instead of complete sentences for assignments
				11	-Set realistic and mutually agreed-upon expectations for neatness
				12	-Vary output mode for assignments (sentence, key words, outline, graphic organizer: oral response, dictated response, taped response)
				13	-Improve computer access through: <ul style="list-style-type: none"> <li>-keyboard with accessibility options</li> <li>-keyguard</li> <li>-alternative keyboard (e.g. Intellikeys, Tash, Little Fingers)</li> <li>-dowel, mouthstick, headpointer with keyboard</li> <li>-alternative mouse</li> <li>-onscreen keyboard</li> <li>-switch with scanning</li> <li>-voice recognition.</li> </ul>

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#### 14. Math Computation

				1	-Count things, whenever and wherever possible and encourage parents to do so with their children
				2	-Devise real situations in the classroom that require children to count and do simple addition or subtraction
				3	-Play card games or board games that require counting and other basic math skills at school and at home
				4	-Use chanting and songs to reinforce number concepts
				5	-Provide student with a table of math facts for basic operations (addition, subtraction, multiplication, division). Cross out known facts so that student refers to table only for unknown facts
				6	-Use overheads to illustrate number patterns
				7	-Review facts, a few at a time
				8	-Teach calculator skills once student understands the process but can't remember facts
				9	-Use visual/written rather than verbal drills for students with weak auditory memory
				10	-Provide practice for math facts daily for short periods in order for the facts to become automatic
				11	-Use dotted lines or margins to line up math problems
				12	-Use a highlighter to help the student know what to do, such as where to start and where to stop
				13	-Use number line on desk
				14	-Use graph paper to ensure correct organization of numbers
				15	-Make operation symbols extra large, bolded or coloured
				16	-Connect all mathematical concepts to real life situations
				17	-Model and encourage the use of manipulatives and multisensory objects and tools to make examples concrete
				18	-Model a variety of ways to solve the same computational problem
				19	-Provide immediate feedback about the process as the student works
				20	-Decrease volume of questions for assignments
				21	-Provide alternate texts with less complex visual material
				22	-Observe student as he/she works to identify errors in strategy or have student verbalize or write out how he/she is solving problems
				23	-For computer use provide: - software with cueing for math computations (e.g. Math Pad) - software that provides onscreen manipulation (e.g. IntelliMathics) - math processing software (e.g. MathType)



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### 15. Math Word Problems

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

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## 16. Assessment

				1	<ul style="list-style-type: none"> <li>-Use alternative assessment practices</li> <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>
				2	<ul style="list-style-type: none"> <li>-Help student focus on tests</li> <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>
				3	<ul style="list-style-type: none"> <li>-Reduce the student's concern about recall/memory in a test situation</li> <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>
				4	<ul style="list-style-type: none"> <li>-Simplify language and format of test</li> <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>
				5	<ul style="list-style-type: none"> <li>-Vary the input mode for tests</li> <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>
				6	<ul style="list-style-type: none"> <li>-Reduce amount of writing</li> <li>-accept key word responses instead of complete sentences</li> <li>-accept dictated or word-processed assignments</li> <li>-vary output mode for assessment (sentence, key words, outline, graphic organizer, oral response, dictated response, taped response)</li> <li>-use a scribe</li> <li>-allow use of word processor</li> </ul>
				7	<ul style="list-style-type: none"> <li>-Ensure marking criteria are explicit and clear</li> </ul>
				8	<ul style="list-style-type: none"> <li>-Provide examples of how student is expected to respond</li> </ul>
				9	<ul style="list-style-type: none"> <li>-Provide alternative to written tests (e.g. concrete application, graphic display, AV presentation)</li> </ul>

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### 17. Routines, Directions & Transactions

				1	-When introducing a routine: -Explain using short, concise sentences -Demonstrate and model -Assist with rehearsal and guided practice -Get student to perform independently without or with cues -Periodically review and re-teach if necessary
				2	-Post timetables (with pictures) to show daily routines
				3	-Model/rehearse different routines, procedures, tasks (quiet task, active task, what to do when finished work)
				4	-Consistently follow a specific routine with the student -post the daily schedule and student's schedule, if different -have the student in early to review daily plan -have list of daily tasks on student's desk
				5	-Arrange routine to increase optimal level of arousal (allow quiet time on arrival at school, calming activities before and after exciting activities -Provide training for stressful events when student is in a calm state (e.g. practice fire drill and going to assembly before they occur)
				6	-Make special arrangements for recess and lunch times
				7	-Use a buddy system for bus travel, lunch and recess
				8	-Give all directions in concrete language (no generalizations)
				9	-Provide directions in clear, simple sentences with natural pauses to allow student time to process between sentences
				10	-Help the student to clearly understand directions -shorten directions -provide directions in written form (on board, on worksheets, in assignment book) -read directions for assignments several times -have the student "walk through" sequential activities/tasks
				11	-Break directions down and use visual cues
				12	-Use pictures to illustrate steps in a process or provide chart
				13	-Use sign prompts (e.g. red light or stop sign)
				14	-Use visual, colour-coded or written plans to help transitions
				15	-Create a schedule (perhaps a picture schedule) that can be referred to frequently so that the student can visualize and understand upcoming activities
				16	-Use social stories to illustrate appropriate behaviour
				17	-Pre-warn the student of transitions. Provide clear, concise and short instructions to prepare for the change or review the routine for the next activity with the student
				18	-Review expectations and procedures for different settings (hallways, playground, lunchroom, bus before transition)
				19	-Use a timer in addition to verbal reminders to signal a change of activity
				20	-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
				21	-Arrange for early release from classrooms
				22	-Try to use consistent rules and consequences among classrooms

STUDENT				Focus	STRATEGIES
1	2	3	4		

### 18. Frustration & Anger

				1	-Use proximity or eye contact with the student when addressing the large group
				2	-Establish a private signal to remind student to stop and think
				3	-Avoid confrontations
				4	-Interact with the student constantly by being present before class, moving around class, etc.
				5	-Give the student leadership responsibilities when possible (e.g. coaching or tutoring younger students)
				6	-Help the student set up a system of self-monitoring and control strategies
				7	-Teach the student to use self-talk to slow down reactions to stressors
				8	-Offer feedback on work or behaviour when the student is attentive, calm and relaxed
				9	-When giving feedback, focus on the positive aspects of the student's work or behaviour first
				10	-Carefully monitor levels of tolerance and frustration in order to adjust tasks and provide experience of success
				11	-Control space and materials so student doesn't feel overwhelmed
				12	-Anticipate and identify warning signs for the student and teach a routine for preventing an outburst
				13	-Provide calming activities depending on needs of the student such as: -walking or other physical activity -carrying and delivering objects -structured movement breaks -change to other activity -move to "calming space"
				14	-Provide a calming space such as a carrel, special corner of the room or, for older students, an area removed from the classroom
				15	-Debrief the student after any incident and focus on what could have been done differently
				16	-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
				17	-After any outburst or inappropriate behaviour teach or re-teach the correct behaviour rather than focusing on blame

STUDENT				Focus	STRATEGIES
1	2	3	4		

### 19. Social Interactions

				1	-Provide the student with constructive reasons to speak to others, move around the classroom
				2	-Teach the student the concept of the right to personal space
				3	-Use social stories to present social interaction behaviours, teach appropriate behaviours in different situations or act as reminders
				4	-Teach "acceptance" of differences to all students in the class
				5	-Set up structured recess and noon-hour activities that result in success
				6	-Involve student in a "social skills" instructional group
				7	-Teach skills related to making and keeping friends
				8	-Assist student in the social decision-making by incorporating use of role play, mind maps, comparing and contrasting exercises
				9	-Use a "Circle of Friends" strategy to lend support
				10	-Consider periodic alternatives to recess (e.g. computer room/activities, games room)
				11	-Partner the student with a peer (buddy system or peer tutor)
				12	-Provide instruction or reminders in the critical aspects of communication such as posture, eye contact, voice quality and proximity
				13	-Help student interpret the non-verbal cues of peers
				14	-Help the student learn to take another person's point of view
				15	-Encourage by catching and nurturing small levels of appropriate social behaviours
				16	-Help the student problem solve after an incident of inappropriate social behaviour " where did the problem start?" "what did I do?" " who did I affect?" "what else could I do next time?". Write down the conversation so that the student can follow and keep as a reminder.

STUDENT				Focus	STRATEGIES
1	2	3	4		

**20. Additional Strategies for Senior Secondary Grades**

				1	-Adjust timetable to assist student to succeed – reduce course load, block schedule a limited number of subject areas
				2	-Provide a support block to teach learning strategies
				3	-Space required senior secondary subjects over an extra semester or extra year
				4	-Encourage intensive study of one course by correspondence or over the summer
				5	-Take advantage of modularized courses
				6	-Have a coordinated approach in place for students who require the same accommodations for a variety of subjects (e.g. a student with poor organization skills might pick up a “reminder” binder each morning in homeroom or the guidance office)
				7	-Offer on-line learning courses as an alternative
				8	-Highlight “big picture “ concepts in student textbook to lessen required reading
				9	-Provide audio text of novels and plays
				10	-Provide student with class notes prior to class for student to review
				11	-Provide detailed study notes
				12	-Alter assessment to allow for student learning styles (e.g. presentations, projects worth more than tests or visa versa)

**Add any comments you need to make:**

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