

Accommodations/Strategies Synthesis From I OPFASD Workshops

NOTE: Remember that every brain is different. Please complete the upper portion of the LEIC sheet and individualize the accommodations/strategies to meet the unique needs of each student.

Dysmaturity:

- appropriate expectations for maturity level
- build on strengths
- allow inter-age grouping
- stretch classroom structure to include lower level materials
- referral to medical / C&YMH
- encourage social group that is patient, understanding, and a positive influence
- think of them as a younger child
- color code
- use kindergarten ideas
- more breaks
- use CEA if possible
- visual schedules (more pictures)
- recognize and adapt for anxiety and other emotional difficulties
- teach specific socially acceptable skills & give opportunity to experience in real life
- organization bins, boxes, binders
- steer strengths to concrete activities
- lower academic expectations
- links with a mentor
- play groups at recess time
- personal coaching
- alternate schedule (i.e. breaks)
- getting clear information about the student's developmental level in areas of cognition, language, physical, reading comprehension, emotional development, social/life skills
- use social stories
- some teaching at emotional intelligence (i.e. understanding their own and others emotions)
- life skills opportunities to manage money
- opportunities to interact socially with peers (clubs, games teams)
- visual agendas to manage time, routines
- simplify language
- adapt/modify work so it at their level
- provide supervision, be consistent
- slower pace
- scaffold
- role model/provide peer to model
- teach to their strengths
- anticipate reactions

Abstracting Difficulties:

- use manipulatives
- use graphic organizers
- use visual organizers/schedules
- check for meaning / comprehension
- hands on activities
- "chunking"
- verbal and visual
- concrete instruction
- "appropriate" authentic assessment strategies
- color coding to organize subjects
- avoid "cliché" and abstract comments

Impulsivity

- stop/go sign
- sit 'n move cushion
- "First...Then..." or "If...Then..."
- structured, predictable environment
- preferential seating
- study carrel
- class meetings
- FM system
- nutrition break/hydrations (water bottle at desk)
- scheduled breaks
- physical activity – take attendance to office or hand out papers
- heavy work activities – carry heavy box to office, bring another back
- fidget items
- direct teaching and reteaching of routines
- removing distractions
- use a visual timer
- positive reinforcement system
- agenda/organizer
- pick symbols visual behaviour cues/reminders
- scripts for routines/role play
- communication temptation
- classroom rules posted (with visuals – behaviour expectations)
- frequent reminders
- increased supervision

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Attention Difficulties:

- visual schedule
- checklist
- include child's input
- relationship development- positive reinforcement
- short, concise instructions
- visual cues
- reduce interruptions (i.e. less movement in class noise)
- manipulatives (i.e. stress balls, clay)
- regular breaks
- active participation
- variety of activities (i.e. movement)
- provide a quiet work area (less stimulation)
- short activities/assignments
- pre-teach
- proximity to board, to door, to teacher
- medical interventions (meds)
- check for understanding
- try a ball chair
- achievable steps, presented step by step
- K.I.S.S.
- chunking

Slow Processing Rate:

- give more time for answering
- break down directions in "small chunks"
- provide visual cues along with auditory
- have them reword what you have said
- give praise for answering
- screen out distractions to allow student to process information
- patience, patience, patience
- get attention before speaking
- use fewer words
- perception checks
- be willing to repeat
- reduce quantity of required work
- give more time
- allow wait time for answers
- allow alternate setting to finish work
- visual schedule and visual directions
- give warnings for transitions - slow down
- check for understanding
- allow for practice time
- provide background knowledge
- do not assume that what was learned will be retained

Overstimulation:

- scheduled break time
- organized visual cues/information
- decrease visual stimuli (less questions on page)
- meds
- staggered entry/leaving
- transition routines
- visual cues/schedule
- FM system
- double paned windows
- curtains / blinds on windows
- relaxation exercises
- preferential seating
- smaller class size
- quiet environment
- organized / structured classroom
- scent free environment
- tennis balls on chair legs
- lighting (dim lights)
- stress balls, fidget toys
- ear plugs
- turn off overhead projector when not using
- balance ball, trampoline
- brushing and checking
- warnings for transitions
- routines for transitions
- earphones (music)
- white noise
- identify which stimulation is too strong
- highly structured – group activities, preplanning, instructional times
- alternate schedule to accommodate noisy busy times
- reduce amount of visual information on paper
- chunking of instructions and assignments
- similar consistent routines
- structured seating plan
- structured daily agenda
- priority seating in classroom
- quiet place to work
- subdued lighting
- sensory wedges
- emotional regulation techniques
- bean bags

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Memory Difficulties:

- strategies to increase recall (clues to find it)
- associations
- visualization strategies
- routines, consistency
- organizational supports
- coaching through strategies to increase use
- work with strategies to develop strategies together (personal – importance)
- initial sound cues
- highlighting
- colour coding
- mnemonics
- visuals – schedules
- imagination and humour
- pre-plan for linking new knowledge to old
- brainstorm good ideas
- focus on areas of strength
- be creative in finding ways to make learning memorable and meaningful
- repetition, repetition, repetition
- using agenda
- checklists
- consequence maps
- models – web / graphic organizers
- task-analysis
- brain gym activities
- structure, routine
- slow down instruction and lower expectations
- structure, routine
- concrete, hands on activities
- diagnose exact memory problem
- chunking instructions

- use pictures
- buddy supports
- metacognition
- no tests that are memory based
- teach them about memory

Perseveration:

- give warnings of activity change
- visual time chart to give big picture
- transition hand signals
- allow time and audience
- develop a system using a timer or tickets, etc to create a structure for the perseveration
- figure out what the triggers are and try to alleviate them
- build the object/subject of perseveration into the curriculum if possible
- allow a specific amount of time to the perseverative behaviour
- have peers explain why “enough is enough” rather than a teacher
- go to another room to get it out of their system
- pre-emptive
- visual schedule
- practice
- cueing
- delayed opportunities
- reducing expectations
- method to identify concerns
- student involvement
- recognition
- direct activities
- Premack
- If...Then...
- skill/interest level
- time to present concerns