

SCHOOL-WIDE/ CROSS-CURRICULAR/ ADAPTATIONS

ENVIRONMENT	INSTRUCTION	CURRICULUM/ASSESSMENT
<ul style="list-style-type: none"> • role model and practice the social skills/ behaviours you want to see from Nikki – do not assume she “gets” what you are saying! • use visual instructions, cues, schedules • be aware of over-stimulation from sensory input – and make adjustments • have her use headphones to help block noise • assign seating so that there are as few distractions as possible • keep extra set of gym strip in PE office or Leanne’s office • allow to avoid crowded hallways by setting up personal schedule • improve school signage • all pertinent school staff to be informed of Nikki’s plan (eg hallway monitor, office staff) and to be positive, helpful, alert • “safe place” (eg – Connections room) for quiet time • preload for transitions – lots of cueing and practicing and visuals • ensure rules are clear, consistent and visual • express any concerns to Mrs. P or Ms. H or L • allow for extra breaks – eg – send to library with special assignment • monitor triggers of anxiety/shutdown • show “How Difficult Can This Be” to all staff • organize a workshop on “inclusion” (focusing on ADHD/special needs/FASD etc) for staff • give staff time to view websites on special needs – and then do a school plan • teach staff to teach communication skills • decrease sensory stimulation 	<ul style="list-style-type: none"> • use visual cues and verbal aids • give 1 step at a time • use a cue to signal auditory responses • provide immediate positive reinforcement • give fewer questions • chunk larger tasks into smaller pieces • allow more time to complete work • have models or objects or “finished products” as samples • focus on the positive • assign a peer helper that Nikki trusts • write out all steps of assignment • give one part of assignment at a time • keep instructions brief and clear then clarify and monitor • ask Nikki to show you that she understands the instructions (do not ask her to repeat orally) • write homework as per plan – on post-it inside backpack • write school/class announcements on board – or write out for Nikki • allow choice - but only two 	<ul style="list-style-type: none"> • focus on strengths (eg – oral reading, gross motor skills) for programming and assignments • assign work that can be mastered • encourage alternate forms of showing learning – (eg – poster, model) • link curriculum to areas of interest • promote career exploration in areas of interest • explore peer tutoring or volunteering with younger children or helping in class • encourage use of computers • focus on concrete, not abstract areas • ensure multiple senses are used • ensure homework is “doable” <p>Assessment:</p> <ul style="list-style-type: none"> • allow separate area and more time for test taking