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| *ACTIVITY* | *STRENGTH* | *STRETCH* | *ADAPTATION*  *Goal is to build capacity* |
| **READING COMPREHENSION:**  Summarizing  Sequencing  Inferencing  Comparing and contrasting  Drawing conclusions  Self-questioning  Problem-solving  Relating background knowledge  Distinguishing between fact and opinion  Finding the main idea, important facts, and supporting details |  |  | Provide a READER  Digital texts or other mediums like film to support content  Shorten the amount of reading required  Use novel summaries or reading guides first to help with reading assignments  Provide questions before reading a section, pre-teach vocabulary  Help identify main idea before hand  Highlight selected text |

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| **WRITTEN EXPRESSION:**  Spelling  Organizing  Grammar  Punctuations  Word Usage  Fluency  Notes  Brainstorming |  |  | Provide a SCRIBE  Use Assistive technology  Provide notes beforehand, or encourage shared note taking  Provide a word bank for writing topic  Allow for Oral expansion on written work or for oral projects  Graphic organizers  Explicitly teach the importance of the pre-writing process  Extra time |

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| **VISUAL PROCESSING:**  (Example: Dyslexia)  Visually can’t differentiate specifics from general (Where’s Waldo) or whole from parts  Have trouble finding specific information on a page  Letter & symbol reversals  Difficulty with order of words and images  Hard time reading maps  Trouble writing within lines  Struggle to copy information from a text |  |  | Use of slant board  Provide context  Provide copy of class notes  Use Digital texts  Simple, uncluttered handouts  Instructions: Oral & Written  On assignments, assignments could be in different colour or enlarge text  Coloured reading strips  Oral Reports instead of written  Provide extra spacing on worksheets that require written responses  Don’t impose time restraints |
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| **PROCESSING SPEED:**  The pace at which you are able to perceive information, make sense of it and then respond.  Negatively impacts one’s ability to quickly come up with an answer, retrieve info for long term memory and remember what you are supposed to be doing at any given time |  |  | ACCURACY BEFORE SPEED  Fewer questions  More time to process information, more time to complete assignments or tasks  Monitor time spent on tasks  Simple & direct instructions – monitor tone, reduce complexity, speak sloweer |
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| **WORKING MEMORY:**  The ability to store and manage information in one’s mind for a short period of time.  A deficit in working memory often causes students to experience **ANXIETY** because of their inability to keep up in general  ***!!!Reinforcement!!!***  The more a student uses their working memory the better it works!! |  |  | Routine and consistency reduces pressure on working memory  Check lists: include word cues or visuals  Cue cards: use for curriculum materials or to help a student stay focused by breaking down tasks  When possible provide instruction in the students preferred mode of learning  Use visuals – they are easier to process than words  Use Assistive Technology |
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| **Executive Function:**  The conductor of cognitive skills:  **Inhibition** – stop one’s own behavior at the appropriate time  **Shift**- ability to move freely from one situation to another flexibly  **Emotional Control-** the ability to apply rational thought on feelings  **Initiation**- ability to begin a task or activity, generate ideas, solve problems  **Working Memory-** capacity to hold information for purpose of completing a task  **Planning & Organization-** ability to manage current and future demands AND maintain organization of materials  **Self-Monitoring**- ability to monitor one’s own performance against a standard |  |  | Step-by-step approaches to work, use visual organizational aids: Check lists, “to do” lists, Get Ready, Do, Done  Break long assignments into smaller chunks and assign time frames to complete each chunk  Frequent check in’s to ensure understanding and progression through an assignment  Written instructions WITH oral instructions whenever possible  Clutter free work space  Plan transition times |

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| **AUDITORY RETENTION/PROCESSING:**  Affects how information is interpreted and processed in the brain  Affects reading & spelling  Affects listening & understanding directions  Difficulty recalling information read aloud |  |  | Repetition  Speak slowly and clearly  Priority seating near teacher  Adopt a signal that will alert students to when an important point is being made  FM System  Visual tools and cues  Provide quiet space for working  Don’t penalize for spelling errors  Provide copies of notes  Break down classwork and instructions into shortened written steps – same for homework/assignments  Provide students with material and vocab before a lesson when possible |