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| *ACTIVITY* | *STRENGTH* | *STRETCH* | *ADAPTATION**Goal is to build capacity* |
| **READING COMPREHENSION:**SummarizingSequencingInferencingComparing and contrasting Drawing conclusionsSelf-questioningProblem-solvingRelating background knowledgeDistinguishing between fact and opinionFinding the main idea, important facts, and supporting details |  |  | Provide a READERDigital texts or other mediums like film to support contentShorten the amount of reading requiredUse novel summaries or reading guides first to help with reading assignmentsProvide questions before reading a section, pre-teach vocabularyHelp identify main idea before handHighlight selected text |

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| **WRITTEN EXPRESSION:**SpellingOrganizingGrammarPunctuationsWord UsageFluencyNotesBrainstorming |  |  | Provide a SCRIBEUse Assistive technologyProvide notes beforehand, or encourage shared note takingProvide a word bank for writing topicAllow for Oral expansion on written work or for oral projectsGraphic organizersExplicitly teach the importance of the pre-writing processExtra time |

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| **VISUAL PROCESSING:** (Example: Dyslexia)Visually can’t differentiate specifics from general (Where’s Waldo) or whole from partsHave trouble finding specific information on a pageLetter & symbol reversalsDifficulty with order of words and imagesHard time reading mapsTrouble writing within lines Struggle to copy information from a text |  |  | Use of slant boardProvide contextProvide copy of class notesUse Digital texts Simple, uncluttered handoutsInstructions: Oral & WrittenOn assignments, assignments could be in different colour or enlarge textColoured reading stripsOral Reports instead of writtenProvide extra spacing on worksheets that require written responsesDon’t impose time restraints  |
| ACTIVITY | STRENGTH | STRETCH | ADAPTATION*Goal is to build capacity* |
|  **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 SPEEDFewer questionsMore time to process information, more time to complete assignments or tasksMonitor time spent on tasksSimple & direct instructions – monitor tone, reduce complexity, speak sloweer |
| ACTIVITY | STRENGTH | STRETCH | ADAPTATION*Goal is to build capacity* |
| **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 memoryCheck lists: include word cues or visualsCue cards: use for curriculum materials or to help a student stay focused by breaking down tasksWhen possible provide instruction in the students preferred mode of learningUse visuals – they are easier to process than wordsUse Assistive Technology |
| ACTIVITY | STRENGTH | STRETCH | ADAPTATION*Goal is to build capacity* |
| **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, DoneBreak long assignments into smaller chunks and assign time frames to complete each chunkFrequent check in’s to ensure understanding and progression through an assignmentWritten instructions WITH oral instructions whenever possibleClutter free work space Plan transition times |

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| **AUDITORY RETENTION/PROCESSING:**Affects how information is interpreted and processed in the brainAffects reading & spellingAffects listening & understanding directionsDifficulty recalling information read aloud |  |  | RepetitionSpeak slowly and clearlyPriority seating near teacherAdopt a signal that will alert students to when an important point is being madeFM SystemVisual tools and cuesProvide quiet space for workingDon’t penalize for spelling errorsProvide copies of notesBreak down classwork and instructions into shortened written steps – same for homework/assignmentsProvide students with material and vocab before a lesson when possible |