

## 4. LEARNING STRATEGIES, SUPPORTS, AND INTERVENTIONS

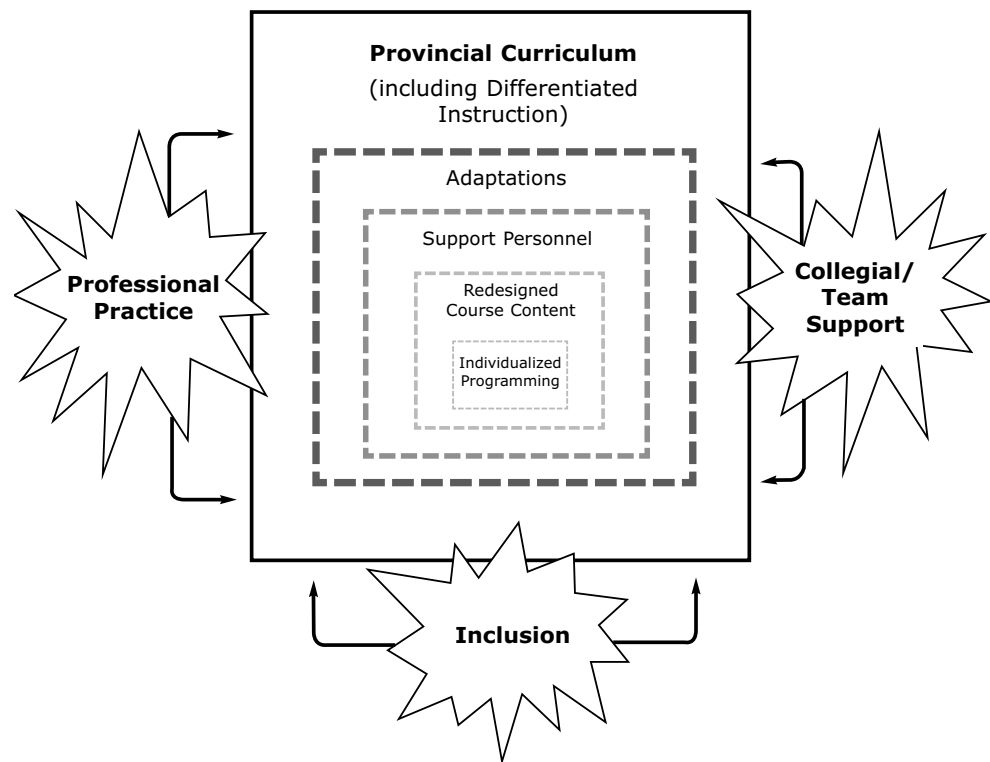
### This section will

- review strategies for meeting student learning needs — differentiated instruction, adaptations, supports, modifications, and individualization
- discuss communication issues as they relate to the child who is alcohol-affected

### Addressing Student Diversity in Manitoba Schools

Today's classroom reflects the diversity of our communities and includes a mix of student interests, needs, learning styles, and cultural backgrounds. Manitoba Education, Training and Youth has described instructional supports that address this diversity. They can be visualized as a nested continuum that is consistent with the concepts of inclusion, effective professional practice, and collegial support.

### Continuum of Instructional Supports for Addressing Student Diversity



## Teacher Planning in the Classroom

At the beginning of the school year, the teacher should clearly establish the needs of the students in the classroom. In almost every classroom there will be students who require special consideration. Remember, the teacher is not expected to provide totally different programs to students; rather, the differences can be managed using a variety of approaches.

The teacher should determine the best methods to address students' needs. In a typical classroom, there may be

- several students who require differentiated instruction (Note that all students benefit from differentiated instruction, but for some students it is essential.)
- some students who require adaptations to instruction and assessment
- some students who require additional supports
- a few students who require modifications outlined in their Individual Education Plan
- occasionally students who require individualized programming outlined in their Individual Education Plan

The teacher should examine ways to meet the learning needs within the unit or lesson being taught. A teacher who examines the needs of a classroom in this way is able to see commonalities as well as differences in students. A classroom that includes students who are alcohol-affected might also have other students whose learning needs can be met in the same way. The Unit Planning form is an excellent way of planning for a variety of needs.

### Unit Planning Form \*

Pyramid	
What some students will learn.	Date _____ Class period _____
What most students will learn.	Unit title _____
What ALL students should learn.	Learning materials/resources _____ _____ _____
	Instructional strategies/adaptations _____ _____ _____
	Assessment/products _____ _____ _____

\* **Unit Planning Form:** Adapted from Joint Committee on Teacher Planning for Students with Disabilities. *Planning for Academic Diversity in America's Classrooms: Windows on Reality, Research, Change, and Practice.* Lawrence, KS: The University of Kansas Center for Research on Learning, 1995. Used by permission of the publisher.

The following is an example of how a geography unit could be developed to meet the needs of all students in a classroom.

**Senior 2 Geography: Unit 1 - Overview of North America**

**Learning Outcomes:**

- Where is North America located?
- Which countries are included in North America?
- Which national boundaries will be significant? Why?

**Class instruction:**

Complete the map of North America by writing the provinces/states, capital cities, and major rivers/bodies of water. Include a legend that indicates the general topography and the major industry associated with each province.

**Differentiated instruction for all students:**

- Use overheads and videos
- Enable students to conduct research using computers, CD-ROMs, and the Internet
- Make a class project of building three-dimensional map, and provide separate areas where students can work at various times
- Provide a variety of materials to students (e.g., modeling clay, small objects)

**Differentiated evaluation/assessment:**

- Develop a rubric to weight various types of finished products (e.g. written format, picture format, oral presentation). Assess student knowledge of specific content and various levels of expected performance.

**Possible adaptations:**

- Provide a word bank of provinces, rivers/waterways
- Provide pictures of major industries and topography for students to place on maps. Put the pictures of trees, prairies, and mountains on the map. From the list of jobs (fishing, farming, mining, etc.) select one or two that are found in each province and write the job(s) on the map.
- Enlarge maps for easier labeling

**Possible supports:**

- Librarian
- Resource
- Paraprofessional

**Possible modifications:** (the extent of the modification will be dependent on the students functioning level. Modify only to the extent that is necessary.)

- Provide a map of the provinces and instruct students to colour each province a different colour (e.g., British Columbia - blue; Manitoba - pink)
- Provide a labeled map and ask students to locate specific places on the map (e.g., underline the Red River; find Hudson Bay and colour it blue)
- Use pictures (e.g., of fish, tractors) to represent major industries in a province, and ask students to match the pictures with the appropriate province(s)
- Provide a map of Manitoba only. Ask students to locate Winnipeg and two major rivers. (This is appropriate for small group work - one student could work on the Manitoba map while the others work on a map of the country. The Manitoba map could then be included on the final, larger map of the group.)

**Possible activities for students on an individualized program:**

- Provide students with maps of the school, classroom, or community to help them learn functional mapping skills as they relate to their environment. Working on bus schedules is an example of a functional mapping skill.

In the sections below, additional information, strategies, and suggestions are provided regarding

- differentiated instruction
- adaptations
- adding support team members
- designating courses as “modified”
- individualized programming

## Provincial Curriculum with Differentiation

There are four programs in Manitoba: English, French Immersion, Français, and Technology Education. The first three are available from Kindergarten to Senior 4, while Technology Education is only available at the Senior Years. Each program is organized in domains (subject areas) which, in turn, have provincial curricula that are organized around learning outcomes and describe content and methods for instruction.

Differentiated instruction refers to a wide range of instructional and classroom strategies that teachers can use to help each student achieve the prescribed learning outcomes. It is the component of classroom instruction that specifically acknowledges and responds to learner diversity. Using differentiated instruction establishes a supportive learning environment for all students.

Differentiated instruction helps teachers provide provincial curricula by accommodating students with a wide range of abilities, interests, and learning styles. Teachers can differentiate curriculum in three broad areas: content, process, and product.

Differentiated instruction helps students meet provincial curricular outcomes because varied instructional approaches are used, thus matching their varied learning styles.

There are many differentiated instruction techniques that have been found to work effectively with students who are alcohol-affected. Because these students may experience difficulty with receptive and expressive language, with remembering, and with understanding abstract ideas, techniques need to be chosen with care.

Students who are alcohol-affected prefer activities that involve

- concrete learning
- visual/tactile/kinesthetic learning styles

The strategies below can help students who are alcohol-affected (and may also be effective with many students who are not). In using these strategies, teachers need to remember that strategies may need to be explained to students several times. There are six examples of differentiated instruction approaches provided on the following pages.



For a full description of differentiated instruction, see *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

## Learning Strategies

Learning strategies are instructional strategies that have been developed to assist students with learning difficulties. Learning strategies include: teaching study skills, editing assignments, reading strategies, and thinking strategies. Two examples of learning strategies that can be used with students who are alcohol-affected are the COPS strategy and the JETS strategy.

COPS is an editing strategy that helps students edit their work by focusing on four key elements of the editing process:

- C Capitalization
- O Overall Editing and Appearance
- P Punctuation
- S Spelling

JETS is a strategy for task completion or assistance in preparing to do an assignment.

- J Job: What is it I have been asked to do?
- E Equipment: What will I need to do the job?
- T Time: How much time do I have to complete the job?
- S Satisfactory product: What do I have to do to complete my job in a satisfactory manner?



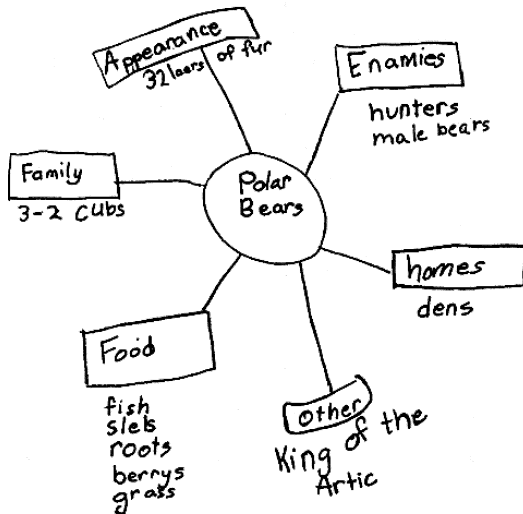
Additional information on learning strategies is available from the University of Kansas-Institute for Research in Learning Disabilities.

### Examples of Differentiated Instruction

- Learning strategies
- Graphic organizers
- Lesson frames
- Organizational strategies
- Note-taking
- Scaffolding

## Graphic Organizers

### Grade 2 – Mapping of an article read by the teacher

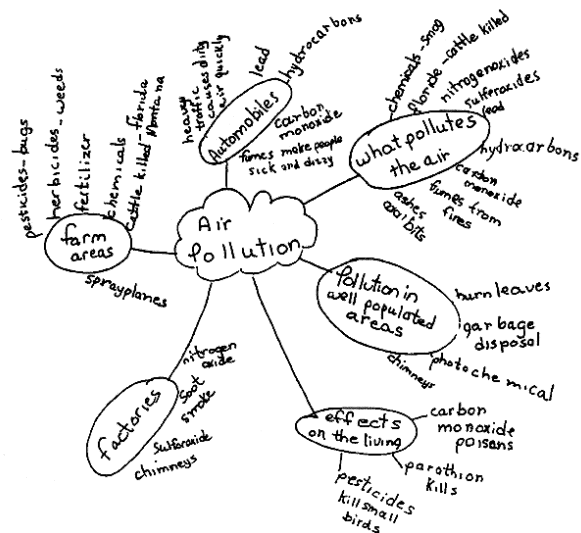


Graphic organizers (also known as mind maps, webs, clusters, think sheets, and forms) are visual diagrams that help students understand and think by representing abstract ideas and concepts in a concrete form (see the following examples).



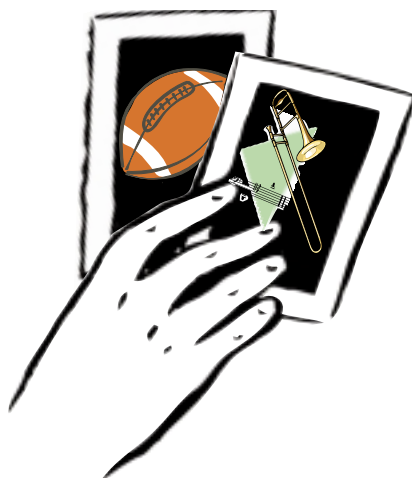
For a detailed explanation of graphic organizers see *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Grade 6 – Mapping of an article



**Lesson Frames**

Lesson frames are used to present an overview of a lesson or concept. They are presented in writing but may also include pictures or graphics, and are usually placed on overheads, photocopies, chalkboards, or posters. They typically indicate the course, topic, date, lesson outline, lesson outcomes, assignment, and notes. Lesson frames help students to organize their thoughts around a lesson.



The use of visuals (pictures or graphics) in lesson frames can help students learn important routines or strategies. Visuals can be made using computer programs, magazine cutouts, or photographs, and placed in student binders for easy access. The student’s schedule may be represented by picture activities scheduled for the day. Visuals may also be used during class presentations to reinforce verbal and written information.

**Organizational Strategies**

Organizational strategies are techniques that can be used to help students organize books, materials, and activities. Some techniques that have been found to work with students who are alcohol-affected include

- colour-coding the student’s notebooks, texts, and file folders by subject or assignment (e.g., red for mathematics)
- using an agenda book to keep track of homework, school events, tests, and assignments that travel between home and school
- labeling items that should be kept in the student’s locker
- using small containers to store school supplies
- providing additional shelving in lockers, especially for Middle Years and Senior Years students

## Note-Taking

Students who are alcohol-affected may experience difficulty while note-taking. This problem can be resolved by providing the student with a photocopy of a peer's notes, the teacher's notes, or the class overheads. Some teachers remove key words from overhead notes so that the student will be required to pay attention to the presentation in order to fill in the missing words.

**Note Frames are particularly helpful for students whose writing and reading skills are weak.**

### Note Frames

A Note Frame is a typed copy of the material that the teacher expects students to note, with some of the words removed. Students fill in the information to complete the notes as the presentation proceeds. Note Frames are useful in the initial stages of teaching students to take notes.

### Sample:

Overhead Notes	Note Frame
<p>The purposes of the circulatory system are</p> <ul style="list-style-type: none"> <li>• to transport needed substances (oxygen and nutrients) to all living body cells.</li> <li>• to remove wastes (carbon dioxide and nitrogen wastes) from those cells.</li> <li>• to defend the body.</li> </ul>	<p>The purposes of the _____ system are</p> <ul style="list-style-type: none"> <li>• to _____ needed substances (oxygen and nutrients) to all living body cells.</li> <li>• to remove _____ (carbon _____ and nitrogen wastes) from those cells.</li> <li>• to _____ the body.</li> </ul>

## Scaffolding

Students who are alcohol-affected may become frustrated when presented with a large assignment or research project. It is possible to avoid this frustration by using scaffolding – a strategy of providing clear structure and precisely stated expectations, and breaking down tasks into manageable pieces.



For additional information on scaffolding, and examples of projects that have been designed using scaffolding and technology, visit [www.fno.org/dec99/scaffold.html](http://www.fno.org/dec99/scaffold.html) (From Now On: The Education Technology Journal) and <http://edweb.sdsu.edu/webquest/webquest.html> (The Webquest Page).

### Scaffolding Benefits

- provides clear directions
- clarifies purpose
- keeps students on task
- points students to worthy sources
- reduces uncertainty, surprise, and disappointment
- helps students to organize
- breaks the work down into manageable pieces
- provides a structure for completing the project

## **Adaptations**

Adaptations are planned, personalized alterations in the way teachers provide instruction, in the way a student demonstrates learning, and in the assessment of progress. Adaptations help students to achieve and to demonstrate the achievement of the expected learning outcomes of the curriculum. Adaptations are developed for individual students through planning by the teacher, student, parents and possibly other support personnel. Students are assessed according to the learning outcomes of the provincial curriculum.

There are a variety of ways that educators can provide adaptations for an individual student. These include adaptations to

- the physical and/or social environment
- materials and resources, including the introduction of supportive equipment
- presentations
- testing and assessment procedures (prior permission is required for provincial standards tests)
- assignments and projects
- organizational supports
- the time required to achieve curriculum outcomes



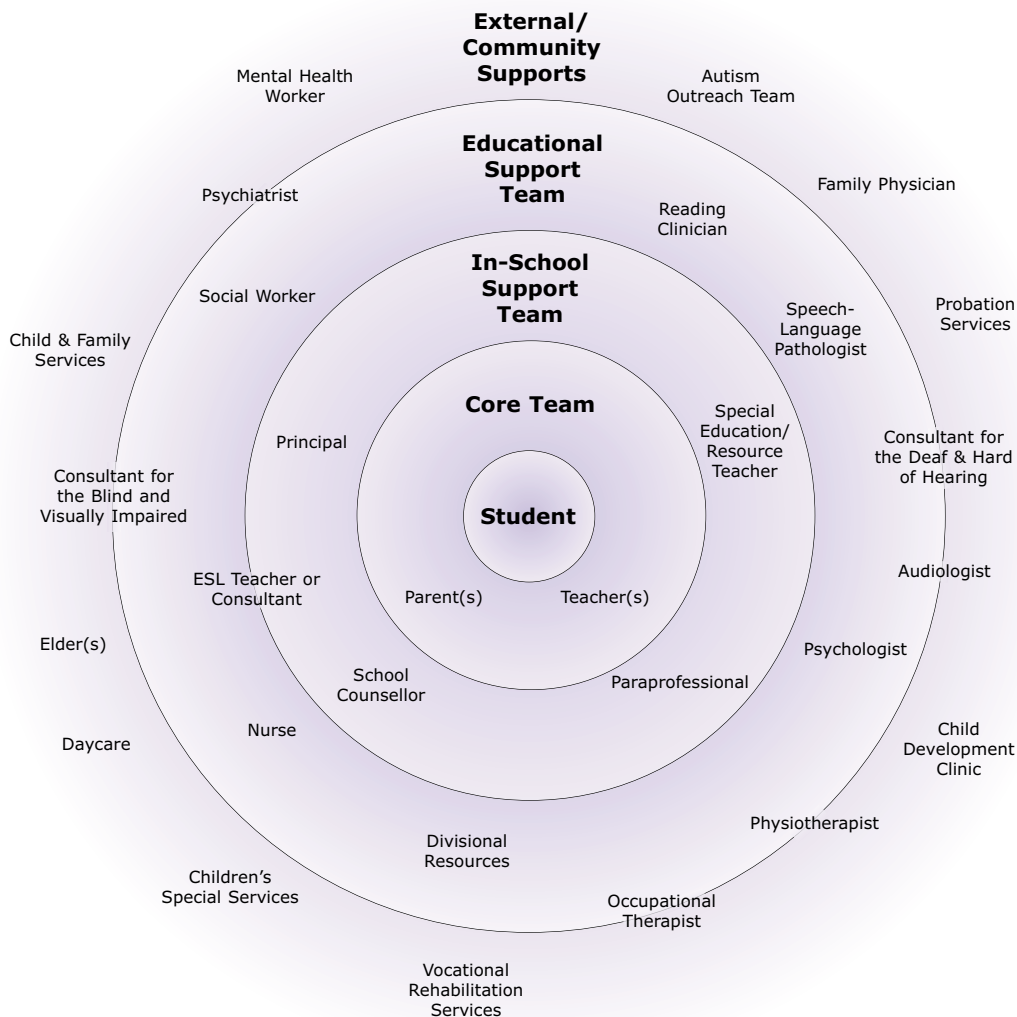
**Possible Adaptations for the Child Who is Alcohol-Affected\***

<p><b>Presentation Format</b></p> <ul style="list-style-type: none"> <li>• Break tasks down into small steps</li> <li>• Books on tape</li> <li>• Large print</li> <li>• Underline key concepts</li> <li>• Video/movie of the novel</li> <li>• Advanced organizers</li> <li>• Manipulatives</li> </ul>	<p><b>Response Format</b></p> <ul style="list-style-type: none"> <li>• Scribe</li> <li>• Word processor/typewriter</li> <li>• Oral reporting/testing</li> <li>• Picture, diagrams, drawing, poetry, etc.</li> <li>• Dictaphones</li> </ul>	<p><b>Environment/Setting</b></p> <ul style="list-style-type: none"> <li>• Alternate space in room</li> <li>• Alternate setting</li> <li>• Carrels</li> <li>• Reduce stimuli in surrounding area</li> <li>• Move and sit cushions</li> <li>• Adapted desks or seating</li> <li>• Acoustical treatments (carpet)</li> </ul>
<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Reducing number of questions or extending length of time to complete</li> <li>• Frequent breaks</li> <li>• Additional instruction time</li> <li>• Instructional modules</li> <li>• Spread learning over longer time period</li> </ul>	<p><b>Materials/Supports</b></p> <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Visual aids</li> <li>• Computer programs (picture graphics)</li> <li>• Timers/minute glasses</li> <li>• Electronic speller</li> <li>• Word bank</li> <li>• Calculator</li> <li>• Raised line paper</li> <li>• Erasable markers for highlighting</li> <li>• Large clocks</li> <li>• Programmable watches</li> <li>• Peer tutors</li> <li>• Headsets</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• "Crib" notes</li> <li>• Chapter summaries</li> <li>• Coles notes</li> <li>• Duplicate notes</li> <li>• Colour coding of binders and tests</li> <li>• Daily schedules</li> <li>• Small boxes/organizers for support</li> <li>• Agenda books</li> <li>• Home-school communication book</li> <li>• Extra set of books for home use</li> </ul>

As teachers work through the process of using adaptations, it is suggested that the adaptations be documented. A form, such as the Adaptations Worksheet (see the Support Materials at the end of this section) should be used and filed for future reference. The student's parents should always be informed when adaptations are used.

\* For additional information on the adaptations allowed during provincial standards tests, see *Policies and Procedures for Standards Tests* (Manitoba Education, Training and Youth, 2000-2001).

## The Student Support Team



Involving additional **support personnel** with students can be pictured as a series of concentric circles. At the hub is the student, with Core Team supports coming from the teacher and parent. If the student is not successful with the assistance of only the core team members, the team can formally request assistance from personnel with more specialized expertise.

At one level are the staff who are frequently based within a school (the In-School Support Team). The next circle consists of specialized educational personnel (the Educational Support Team) who are usually based externally but have a defined relationship to the school. The External/Community Supports circle includes a variety of external or community personnel who might be recruited to provide specialized supports to the student. The classroom teacher can often obtain informal, consultative support from other support team members and this is certainly the case in schools that emphasize professional sharing and collegiality. However, formal involvement — a professional

involved directly with a student — requires parental approval and a referral process. Of course, some students enter a school or classroom with various support team members already involved. Once formally involved, support personnel become part of the student's support team and might work directly with the student or through consulting with or training other personnel such as teacher(s) or paraprofessional(s).

## Redesigning Course Content

If altering the methods of instruction is not sufficient to ensure student success, thought should be given to altering the instructional content. Under certain circumstances, the student's support team can redesign the course to fit the student's need for a more attainable (modified) or challenging (enriched) content. Decisions to redesign course content are determined for individual students on a course-by-course (subject-by-subject) basis before a term begins. Redesigning course content involves changing the number, essence, or content of provincial learning outcomes. The student can be included in the instruction of the provincial curriculum but focuses on content that is individually appropriate.

**Modifying** outcomes for a course or instructional unit involves reducing the number, essence, or content of the curricular outcomes. Modification can be an effective strategy for students who are unable to meet the learning outcomes of the provincial curriculum due to their special needs. Course modification is more formal at the Senior Years since students must meet the graduation requirements of the credit system. If a student has such significant cognitive disabilities that more than 50 percent of the outcomes of a provincially designed or approved course must be modified, the student's support team, in consideration of the student's needs, develops an Individual Education Plan (IEP) and the report card shows an M-designation (e.g., 10M) for the modified course. The support team should always consider all consequences of modifying the learning outcomes of the curriculum. For instance, M-designated courses are not usually accepted by colleges and universities as meeting their entry criteria. Some students taking modified courses might require community supports as adults and should have a transition plan developed.



For additional information on the modified course designation, see *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4* (Manitoba Education and Training, 1995). For information on course development options, see *Locally Developed Curricula: School-Initiated Courses and Student-Initiated Projects: A Handbook for Senior Years Schools* (Manitoba Education and Training, 1995).

At all grades, course design can be **enriched** for the student who can work beyond the learning outcomes of the provincial curriculum. Typically, this is a consideration for students who (a) are academically gifted or (b) are talented in a particular curriculum area or (c) have high task commitment. Enriched courses provide additional challenges for the student. At the Senior Years, there are additional strategies for providing enriched programming:

- developing an enriched Student-Initiated Project (SIP) or a School-Initiated Course (SIC)
- enrolling in post-secondary courses and receiving dual-credit at the post-secondary and Senior Years levels

Choosing one of these options, except the Student-Initiated Project which is a credit initiated by the student, should be a team decision, often involving a school counsellor.

## **Individualized Programming**

Individualized programming recognizes the needs of the very few students whose cognitive disabilities are so significant that they will not benefit from participating in provincial curricula. The student's support team develops an IEP with instructional content that is student specific. It should be functionally or developmentally appropriate with curricular domains that might include academic, communication, behaviour, social, cognitive, vocational, self-management, community, recreation/leisure, and motor/physical. Often, the instructional methods, materials, and environments must also be personalized to meet student needs. It must be noted that individualized programming is not a placement description, as programming may take place in a variety of settings within the school and the community. Some students may benefit from an individualized program in which the instruction occurs in the context of the regular classroom.

In the Senior Years, students participating in the individualized (I) programming designation receive one credit for each year of participation up to a maximum of seven credits. These students will usually require community supports as adults and should have a transition plan developed.



For additional information on the individualized course designation, see *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years* (Manitoba Education and Training, 1995).

### Task Analysis

Sometimes in individualized programming a task analysis is required. Teachers and parents may need to break complex tasks down into small, teachable steps. The sub-steps should be taught in order and reinforced as they are taught. Life skills, social skills, and academic skills can all be broken down into small steps for instruction. The life skills example below illustrates the sub-steps required for sweeping the floor and the academic example illustrates the preparation tasks for an art class.

<b>Life Skills Example: Cleaning a room</b>	<b>Academic Example: Preparing for Art Class</b>
<ol style="list-style-type: none"> <li>1. Get the broom.</li> <li>2. Get the dust pan.</li> <li>3. Clear the floors.               <ul style="list-style-type: none"> <li>• Put chairs on the table.</li> <li>• Pick up big pieces of garbage.</li> </ul> </li> <li>4. Sweep up the dust and dirt into a pile.</li> <li>5. Sweep the pile into the dust pan.</li> <li>6. Empty the dust pan into the garbage can.</li> <li>7. Put the dustpan and broom away.</li> <li>8. Put the chairs back onto the floor.</li> <li>9. Place chairs and tables in rows as shown on the room diagram located on the wall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find the classroom.</li> <li>2. Get folder with project directions.</li> <li>3. Take the folder to assigned work area. Open the folder.</li> <li>4. Check folder; assemble and set up supplies.</li> <li>5. Sit appropriately and follow directions as teacher explains.</li> <li>6. Follow the sequence of listed steps to complete.</li> <li>7. Try to finish the project or complete the step (if not completed, mark stopping place to complete next day.)</li> <li>8. Follow termination procedure, put materials and project away. Clean area.</li> <li>9. Check area and materials. Is folder put away?</li> <li>10. Check schedule and map. Move to next class.</li> </ol>

## Close Up

### A Closer Look at Individualized Programs

This “Close Up” of Pauline illustrates how her learning plan is developed using an individualized program.

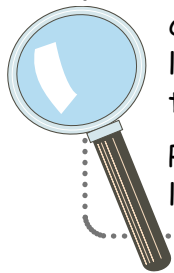
“Pauline” is a Grade 8 student with significant developmental delays and some fine and gross motor difficulties due to skeletal abnormalities. Pauline has been diagnosed with Fetal Alcohol Syndrome. Her needs and interventions are addressed by individualized programming and she receives some paraprofessional assistance. Pauline lives in a supportive foster placement in her local community.

Pauline stays in the regular classroom about 75% of the time. She is engaged in both parallel and personalized activities with her classmates (depending on the subject area). The parallel activities tend to take place during language arts and mathematics, and focus on the goals outlined in her Individual Education Plan. In mathematics, Pauline focuses on the functional skills of time, money, and consumer purchasing. She is currently working on these concepts while making shopping trips to a local store. In language arts, the receptive and expressive communication outcomes outlined in her Individual Education Plan are addressed. Recently she has been working on captioning photos, and responding to who, what, and where questions.

Pauline’s teacher includes Pauline in classroom activities by providing her with opportunities to participate in similar activities. For example, a recent project involved students presenting biographies of famous people. Pauline’s individualized assignment involved her creating a biography of the classroom teacher, and then presenting the information to the class. Her presentation was illustrated with computer-generated pictures.

Pauline participates in science and social studies by listening to classroom presentations and engaging in hands-on activities with her peers. While students conduct written work, Pauline conferences with the teacher about the important parts of the lesson. The teacher scribes the key parts, then Pauline copies the notes independently on the computer.

Pauline participates in music and gym class. In gym class, she leaves the classroom ten minutes before her peers so that she



(continued)

can dress herself independently. The teacher encourages her independence in the classroom, as well, by having Pauline complete tasks such as handing out papers and making deliveries around the school. During her breaks, Pauline is paired with a "buddy" to visit her locker and go to the cafeteria.

During Pauline's independent time, she follows a plan that includes gross motor exercises. Currently she is working on balance, flexibility, and trunk strength. These exercises help her to walk in a more erect fashion. Some of her gross motor goals are also addressed within her weekly swim program, and swimming also provides her an opportunity to work on dressing and bathing skills. Many of her fine motor skills are addressed within the math program when she works with small manipulatives (e.g., little crystal "counter" beads that promote a more refined pincer grasp).

The other functional life skills Pauline works on include shopping and cooking. Once a week she participates with another student in preparing a meal. This involves a trip to the store, the purchasing of ingredients, and the preparation of the meal. While walking to and from the store, Pauline works on traffic safety. A social story with photographs has been developed to help her prepare for the outings. While at the grocery store she follows a picture-based shopping list and is working on opening her change purse and paying the clerk.

Pauline is exposed to the Circles personal safety program (see page 5.11 for more information). This program was introduced due to a fear that she was vulnerable because she has difficulty saying "no" and does not always respect personal space. The program helps her to understand different types of relationships and the types of gestures that are appropriate in different relationships. She is reinforced positively during the day for standing the correct distance from others and keeping her hands and feet to herself.



The chart that follows summarizes many of the key characteristics of the levels in the continuum of instructional supports.

**Continuum of Instructional Supports for Addressing Student Diversity Chart**

Type of Instruction	Students	Planners	Plan	Instructional Content	Instructional Methods
<b>Provincial Curriculum</b>	Most	<ul style="list-style-type: none"> <li>Core team</li> </ul>	Regular instruction plans and reports	Provincial curricula	<ul style="list-style-type: none"> <li>Regular methods (including differentiated instruction)</li> </ul>
<b>Adaptations</b>	Some (including ESL)	<ul style="list-style-type: none"> <li>Core Team</li> </ul>	Record adaptations and results in cumulative file (report card) or IEP	Provincial curricula	<ul style="list-style-type: none"> <li>Regular methods (including differentiated instruction)</li> <li>Adaptations for instruction and/or assessment</li> </ul>
<b>Support Personnel</b>	Few	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	Record supports in instruction plans and reports	Provincial curricula	<ul style="list-style-type: none"> <li>Regular methods (including differentiated instruction)</li> <li>Adaptations if necessary</li> <li>Specialist support personnel</li> </ul>
<b>Redesigned Course Content</b> Modified (M) course designation	Few (with significant cognitive disabilities)	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	As above plus IEP (in cumulative file)	Modifications to course outcomes decided per subject/course	<ul style="list-style-type: none"> <li>All of above as needed</li> </ul>
Enriched Course Design	Few (with significant gifts, talent, or high task commitment)	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	Record supports in instruction plans and reports	Enriched course outcomes decided per subject/course	<ul style="list-style-type: none"> <li>All of above as needed</li> </ul>
<b>Individualized (I) programming</b>	Very few (with very significant cognitive disabilities)	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	As above plus IEP (in cumulative file)	Student-specific programming outcomes (functional or developmental domains)	<ul style="list-style-type: none"> <li>Student-specific methods and environments appropriate to IEP</li> </ul>

(1) See “The Student Support Team” graphic

The continuum indicates the various supports that can be considered. The first support levels are those that help the student to succeed with provincial learning outcomes by personalizing the methods of instruction. The common supports of this type are the use of adaptations, and formally involving support personnel with the student. When changes to instructional methods do not foster student success, instructional content can be redesigned by modifying or enriching learning outcomes in a course or individualizing programming.

The principles of inclusion encourage classroom environments where all students can be taught effectively together. No educator is alone in this effort. When educators use the information about effective professional practices and support each other collegially, they have a foundation for helping most students to succeed in the provincial curriculum. However, there will always be students who require additional supports.



## **Communication Issues and Students Who Are Alcohol-Affected**

A student who is alcohol-affected has brain damage that often affects his or her ability to communicate and to learn. The communication problems manifest themselves in several ways, including a poor ability to

- process language
- listen
- acquire basic concepts
- remember vocabulary
- express themselves clearly

Students who are alcohol-affected are often very verbal, yet may still have many communication difficulties. It is due to these communication difficulties that some learning problems develop. The learning difficulties can become evident through the student's inability to

- solve problems
- follow directions
- be safe
- express his or her feelings
- make his or her needs and wants known

Frustration, due to communication and learning problems, can lead to behaviour problems, temper tantrums, violence, and anger. There are many strategies that can be used to help students who are alcohol-affected overcome their communication difficulties. A speech-language pathologist can help the classroom teacher develop specific strategies for individual students. Some of the generic interventions that can assist students who are alcohol-affected in the expressive and receptive language areas are listed below. It is important to note that there are often differences between the student's receptive and expressive language skills.

Suggestions to Enhance Communication for Children Who Are Alcohol-Affected*	
Receptive Language	Expressive Language
<ul style="list-style-type: none"> <li>• Remove distractions, background noise, and visual stimuli from the student's work area.</li> <li>• Use repetition, routines, and multi-modal teaching to enhance memory.</li> <li>• Teach and re-teach in a variety of contexts over a period of time to increase the likelihood of memory retention.</li> <li>• Rehearse and practise in the context of daily living to assist in learning time sequences.</li> <li>• Change language to increase the student's comprehension.               <ul style="list-style-type: none"> <li>• Use short, concise, simple sentences.</li> <li>• Use as few words as possible.</li> <li>• Use grammatically correct language, slightly above the student's own language level.</li> <li>• Speak slowly with lengthy pauses between sentences.</li> </ul> </li> <li>• Use visual or tactile cues or prompts whenever possible.</li> <li>• Use the student's name when giving directions.</li> <li>• Use positive rather than negative language.</li> <li>• Provide routine, predictability, and clarity for phrases that are used in daily living tasks.</li> <li>• Use who, what, where, and how questions, but try to avoid questions asking why.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide many repetitions when teaching vocabulary. Learning new words should take place within the context of experience and hands-on manipulation of real objects.</li> <li>• Use real objects, representations, photographs, and drawings along with visual, auditory, tactile, and kinesthetic repetition, demonstration, experimentation, manipulation, and reinforcement of the target concept.</li> <li>• Use cloze techniques to help students remember words or concepts.</li> <li>• Develop language programs that emphasize survival language and social communication.</li> <li>• Encourage daily reading aloud.</li> <li>• Teach students how to express needs, wants, and feelings.</li> <li>• Help students learn basic social skills.</li> </ul>

\* From *Living and Working with Fetal Alcohol Syndrome/Effects* by Lorna Mayer (ed.). Reprinted by permission of Interagency Fetal Alcohol Syndrome/Effects Program.

**Work as a team with all the people who are important in a child's life – family, members of the community, and people who work in the school or day care – to formulate a joint plan to meet the unique communication needs of the child.**

## **Addressing Communication and Learning Issues with Technology**

Students who are alcohol-affected often respond positively to computers and computer-assisted learning programs. These programs can also make it easier for the classroom teacher to provide appropriate learning activities and curriculum at a suitable instructional level for students who are alcohol-affected. The benefits to the student are that computer-assisted learning programs are repetitive, visual, and provide immediate feedback and a hands-on learning experience. An example of a computer-assisted learning package is *Successmaker*.

For students with severe disabilities, the computer can open new avenues of learning. Some peripheral devices make it possible for students to hear words as they are typed into the computer, to spell-check their work, or to use a program that can “speak” words.

Students who are alcohol-affected require the use of visuals or graphics to support the printed page. The computer – along with an appropriate graphics database or special graphics program – can make it easier for teachers to provide visuals and graphics for these students. Graphics enhance the student's ability to comprehend written words. An example of a graphics program is *Boardmaker*.

This section described various levels of instructional supports and some of the factors that the student's support team should consider when choosing supports. The decision of selecting supports requires a more thorough understanding of the principles of inclusion and “most enabling environment.” However, the student's support team and changes in environment hold the greatest promise for student progress.

## NOTES

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## **Section 4 Support Materials**

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- Adaptations Worksheet



# Adaptations Worksheet

Presenting Problem(s)

Curricular Concern

Outcomes

Strategies (Differentiated Instruction/Adaptations)

Suggestions for Assessment

Materials Needed

