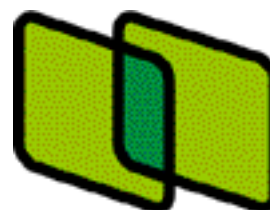


Ontario Ministry of Education and Training  
June, 1999



# Special Education Companion

Curriculum Unit Planner



Teacher Companions

# 1. Introduction

## **Introductory Information**

Special Education Overview .....	2
----------------------------------	---

## **Legal Responsibilities**

.....	4
-------	---

## **Definitions**

Special Education Programs & Services .....	5
---	---

## **IPRC**

Identification, Placement and Review Committee – IPRC .....	6
---	---

## **IEP**

Individual Education Plan – IEP (Regulation 181/98 s.6 & 7) .....	7
---	---

## **The Supportive Classroom**

.....	8
-------	---

## **SEAC**

Special Education Advisory Committee .....	10
--	----

## **General Resources**

Exceptional Students in Regular Classrooms .....	11
--	----

# 2. Learning Accommodations

## **Behaviour / Emotional Disorder**

Characteristics .....	14
-----------------------	----

Learning Accommodations Overview .....	16
--	----

Management Accommodations .....	17
---------------------------------	----

Preventative Accommodations .....	18
-----------------------------------	----

Environmental Accommodations .....	20
------------------------------------	----

Lesson Presentation Accommodations .....	21
--	----

Assignment and Project Accommodations .....	22
---	----

Organization Accommodations .....	23
-----------------------------------	----

Resources .....	24
-----------------	----

## **Deaf and Hard of Hearing**

Characteristics .....	27
Teaching Approaches for Deaf Students .....	29
Learning Accommodations .....	31
Amplification and Equipment .....	32
Environmental Accommodations: Classroom Acoustics .....	34
Environment Accommodations: Presentation .....	35
Environment Accommodations: Speech Reading .....	36
Accommodations by Skill Area: Developing Language Skills .....	37
Assessment Accommodations .....	38
Resources .....	39

## **Learning Disabilities**

Characteristics .....	45
Learning Accommodations .....	47
Environmental Accommodations .....	48
Social Accommodations .....	49
Organizational Accommodations .....	50
Motivational Accommodations .....	51
Presentation Accommodations .....	52
Gaining Independence .....	53
Skill Specific Accommodations .....	54
Learning Accommodations by Skill Area: Speaking .....	55
Learning Accommodations by Skill Area: Reading .....	56
Learning Accommodations by Skill Area: Writing .....	57
Learning Accommodations by Skill Area: Note Making .....	59
Learning Accommodations by Skill Area: Mathematics .....	60
Assessment Accommodations .....	61
Resources .....	62

## **Autism & Pervasive Development Disorder**

Characteristics .....	65
Learning Accommodations .....	67
Environmental and Routine Accommodations .....	68
Motivational Accommodations .....	69
Presentation of Materials .....	70
Learning Accommodations by Skill Area: Communication .....	71
Self Management of Behaviour .....	72
Assessment Accommodations .....	74
Resources .....	75

## **Giftedness**

Characteristics .....	78
Underachieving Gifted Students .....	80

Learning Accommodations .....	81
Differentiation & Program Development .....	82
Learning Accommodations by Skill Area .....	85
Learning Accommodations by Skill Area: Speaking .....	86
Learning Accommodations by Skill Area: Reading .....	87
Learning Accommodations by Skill Area: Writing and Spelling .....	88
Learning Accommodations by Skill Area: Mathematics .....	89
Learning Accommodations by Skill Area: Other Subjects .....	90
Resources .....	91

## **Developmental Disability**

Characteristics .....	94
Learning Accommodations .....	95
Environment .....	96
Behaviour .....	97
Organizational .....	98
Motivational .....	99
Instructional .....	100
Gaining Independence.....	101
Skill Specific Accommodations.....	102
Learning Accommodations by Skill Area: Communication .....	103
Learning Accommodations by Skill Area: Speaking .....	104
Learning Accommodations by Skill Area: Reading .....	105
Learning Accommodations by Skill Area: Writing and Spelling .....	106
Learning Accommodations by Skill Area: Mathematics .....	107
Assessment Accommodations .....	108
Resources .....	109

## **Blind and Low Vision**

Blind and Low Vision .....	112
Characteristics .....	113
Learning Accommodations .....	114
Safety Issues .....	115
Specialized Materials and Equipment .....	116
Environmental Accommodations .....	117
Presentation and Instruction .....	118
Skill Area Accommodations .....	119
Learning Accommodations by Skill Area: Reading and Writing .....	120
Assessment and Evaluation Accommodations .....	121
Orientation and Mobility .....	122
Resources .....	123

## **Deafblind**

Deafblind .....	131
Characteristics .....	132
Learning Accommodations .....	133

Resources .....	134
-----------------	-----

## **Physical Disability**

Physical Disability .....	137
Characteristics .....	138
Learning Accommodations .....	139
Safety Issues .....	140
Materials and Equipment .....	141
Environmental Accommodations .....	142
Presentation and Instruction .....	143
Assessment Accommodations .....	144
Resources .....	145

**Special Education Companion:  
Introduction**

**Introductory Information**

## Introductory Information

“Students in schools across Ontario require consistent, challenging programs that will capture their interest and prepare them for a lifetime of learning. They require knowledge and skills that will help them compete in a global economy and allow them to lead lives of integrity and satisfaction, both as citizens and as individuals.”

--- Ontario Ministry of Education and Training, *Ontario Curriculum, Grades 1 – 8* (Toronto: Ministry of Education and Training, Ontario, 1997).

Since the early 1980s, the context of special education and the provision of special education programs and services for exceptional pupils in Canada has been evolving. Provisions included in the Canadian Charter of Rights and Freedoms and the Ontario Human Rights code have driven some of these changes. Others have resulted from the evolution and sharing of best practices related to the teaching and assessment of exceptional pupils.

The provision of special education programs and services for the youth of this province rests within a legal framework. The Education Act, and the regulations related to it, set out the legal responsibilities related to special education. They provide comprehensive procedures for the identification of exceptional pupils and for the placement of those students in educational settings where the special education programs and services appropriate to their needs can be delivered. Some exceptional pupils – those who have not reached the expectations for the grade as well as those who have exceeded the expectations – may need to be given opportunities to participate in special programs that will help them attain the highest level of achievement possible.

Under the Education Act, school boards are required to implement early and ongoing identification of student's learning abilities and needs. School boards have a legal obligation to provide special education programs and services for their exceptional pupils, either directly or through the purchase of services from another school board.

The process for identifying a student as exceptional and for determining an appropriate placement for the student is set out in Regulation 181/98. The ministry remains committed to its policy that exceptional pupils be integrated into regular classes when such placements meet the needs of those students and are in accordance with parents' wishes. A range of placements should be available for students whose needs cannot be met in the regular classroom.

An Individual Education Plan (IEP) must be developed for each identified exceptional pupil, taking into consideration assessments and recommendations from the IPRC, parents and support staff. Curriculum for most exceptional pupils is the same as or, at least based on that in the Ontario Curriculum, with learning accommodations and

## **Introductory Information**

### **Special Education Overview**

**Page 3**

---

modifications as necessary, in order to ensure continuous growth, development and success. An IEP helps to ensure effective and appropriate programs for every exceptional pupil. It provides a process for accountability and assists in the continuous and ongoing assessment of student progress toward the identified expectations.

Education is the shared responsibility of the principal, regular class and special education teachers, support staff, the parent, and the student. Ongoing communication among these people is particularly important for the exceptional pupil. As students get older, it is expected that they will become increasingly accountable for their own learning. Success in helping the student to achieve greater independence is facilitated when ongoing communication and close cooperation exists among all partners.

## Legal Responsibilities

### **The Minister is required to:**

- "ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services without payment of fees..." Education Act, Subsection 8(3)

### **District School Boards and School Authorities shall:**

- "establish a special education advisory committee." Education Act, Subsection 57.1(1) and Regulation 464/97, section 3

### **Regulation 298**

Regulation 298, Section 31 defines the maximum enrolment in a special education class.

### **Regulation 181/98**

Regulation 181/98 sets out the procedure for school boards to follow in the identification and placement of exceptional pupils, as well as reviews and appeals of identification and placement decisions. It also requires school boards to prepare a parents' guide to the process.

### **Regulation 306**

Regulation 306 requires school boards to maintain a special education plan and to ensure that it is amended from time to time to "meet the current needs of the exceptional pupils of the board".

## **Definitions**

### **Special Education Program**

The Education Act (Subsection 1 (1)) includes the definition of special education program which is "an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil".

### **Special Education Services**

The Education Act (Subsection 1(1)) includes the definition of special education services which is "facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program."

# IPRC

## Identification, Placement and Review Committee - IPRC

Page 6

The IPRC is established under the authority of Regulation 181/98, which provides direction for the composition and functioning of the committee as well as for appeals and reviews of IPRC decisions.

### **The Regulation:**

- requires that every school board (district boards and school authorities) establish one or more Identification, Placement and Review Committees, determine the jurisdiction of each committee and establish the manner of selecting the chair of each committee;
- sets out the membership of the IPRCs;
- indicates how principals refer pupils to IPRCs;
- determines the procedure to be used at IPRCs, including the material presented and the rights and obligations of the parties present;
- sets out the contents of the IPRC statement of decision:
  - whether the pupil is exceptional, and if so:
    - a description of the pupil's strengths and needs
    - the categories and definitions of any exceptionalities identified
    - the placement decision
    - reasons for placement in a special education, if that was the placement decision
    - recommendations regarding special education programs and services, if any;
- sets out the review and appeal processes for IPRC decisions;
- requires the use of Individual Education Plans (IEPs) for identified exceptional pupils;
- requires that boards develop parent guides explaining the special education process to parents.

# IEP

## Individual Education Plan - IEP (Regulation 181/98 s.6 & 7)

**Page 7**

An IEP is developed for each student identified as an exceptional pupil by the Identification Placement and Review Committee IPRC . The IEP must include:

- specific educational expectations for the pupil;
- an outline of the special education program and services to be received by the pupil;
- a statement of the methods by which the pupil's progress will be reviewed;
- for a pupil 14 years of age or older, a plan for transition to appropriate post-secondary school activities, such as work, further education and community living. (Pupils identified as exceptional solely on the basis of giftedness need not have a transition plan).

In developing the IEP, the principal shall:

- consult with the parent and, where the pupil is 16 years of age or older, the pupil;
- take into consideration any recommendations made by the IPRC, or the special education tribunal, as the case may be, regarding special education programs or special education services;
- in developing a transition plan, consult with such community agencies and post secondary educational institutions as he or she considers appropriate.

The IEP must be completed within 30 days after the pupil has been placed in the program and a copy must be sent to the parent/ guardian and the student if over 16.

With the parent's written permission, a committee conducting a review IPRC shall consider the progress a student makes with reference to the student's IEP. (Regulation 181/98 s.23(2))

The principal shall ensure that the IEP for a student is included in the student's Ontario School record (OSR), unless a parent of the pupil has objected in writing.

## **The Supportive Classroom**

The classroom teacher plays an extremely important role in the success of the exceptional pupil within the classroom. Teachers everywhere have successfully integrated students with a range of degrees of challenge. By being knowledgeable about the student's background, current abilities, strengths, and potential areas of educational and social needs, the teacher can set the stage for success. In many cases, teachers should be able to draw on the expertise and assistance of school and board staff who can provide support around issues related to special education.

Successful integration includes:

- an encouraging and supportive classroom environment where the student feels he or she is a valued member of the class;
- a classroom which promotes opportunities to contribute, participate, make choices, cooperate, make friends, be successful, take risks and which promotes feelings of belonging, being needed, respect, value, usefulness, happiness, freedom, confidence;
- planning which involves ongoing communication among teachers, parents, support staff, students, agencies and associations where appropriate;
- ongoing assessment as a reflective part of the IEP process.

When an exceptional pupil is in your classroom, consider the following process:

1. Planning for exceptional pupils in the classroom:

- plan the transition or placement in collaboration with appropriate school and board professional support staff;
- ensure the student moves between educational settings with a feeling of safety, belonging, and support;
- maintain continuity of programming with consideration of social connections with peers;
- familiarize the student with the new environment;
- be aware of the student's strengths, and needs, including management of health needs, social skills, and instructional strategies that have been effective in the past;
- outline a general plan for the first few weeks of school;
- arrange student visits to future classrooms/school, (peer mentors or tutors may be set up) where the student meets the teacher(s);
- set dates for IEP development/review.

# The Supportive Classroom

## The Supportive Classroom

Page 9

---

2. Determine the student's needs in the context of the classroom:

- the first weeks of school are critical in establishing an atmosphere of acceptance and belonging for all students in the classroom community;
  - students must feel they are members of the classroom and school community and understand the associated rights and responsibilities;
  - teachers can support the establishment of friendships and social connections among classmates ;
  - students must be expected to participate in classroom routines and responsibilities to the best of their abilities;
- identify learning expectations as part of the IEP process.

3. Envision the future:

- plan the various aspects of school life with students, classmates, parents, community association members, etc.
- ask, at team meetings, what has to be done, who will do it, when will it be accomplished, and design follow-up responses.

4. Anticipate the end of the school year by planning for the student's next classroom. i.e., plan the transition by initiating step #1 again.

## **SEAC**

### **Special Education Advisory Committee**

**Page 10**

---

The Education Act (Section 57.1) requires each district school board to establish a special education advisory committee (SEAC). Regulation 464/97, which governs the composition and functions of a SEAC, also requires that school authorities (other than s.68 hospital boards) establish SEACs.

#### Role of a SEAC:

- to make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board;
- to participate in the board's annual review of its special education plan under Regulation 306;
- to participate in the board's annual budget process as it relates to special education;
- to review the board's financial statements as they relate to special education (Regulation 464/97, s.11 & 12).

Information on qualifications of members, procedures for meetings, and board obligations may be found in Regulation 464/97.

#### Resources include:

- Association: Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEACs)
- Guide: **Handbook for Members of Special Education Advisory Committees**, 1995.

## General Resources

### Exceptional Students in Regular Classrooms:

Page 11

---

The following resources provide an overview of special education services and general program strategies for exceptional pupils. Resources that specifically relate to a particular exceptionality can be found in the Learning Accommodations part of this guide.

### Publications

Friend, M., Bursuck, W., Hutchinson, N. **Including Exceptional Students: A Practical Guide for Classroom Teachers**. Scarborough, Ont: Prentice-Hall Canada, 1998.

Ontario, Ministry of Education and Training. **Special Education Handbook**. Toronto: Ministry of Education and Training, Ontario, 1984. This publication is currently being revised.

Stanovich, Paula, ed. **Integrated Education**. Toronto: Federation of Women Teachers' Associations of Ontario, 1995.

Weber, Ken. Bennett, Sheila. **Special Education in Ontario Schools, Fourth Edition**. Concord, Ont.: Highland Press, Irwin Publishing, 1994.

### Websites

The Centre for Communicative and Cognitive Disabilities web site, Faculty of Education, The University of Western Ontario: <http://www.uwo.ca/cccd> is a Canadian university -based centre dedicated to assisting students with language and learning disabilities, deafness, and physical challenges to participate fully in society.

**Special Education Opportunity Window web site:**  
<http://www.snow.utoronto.ca>

SNOW is a project aimed at developing ways for learners with special needs to electronically access curriculum materials. The web site serves as a clearinghouse of practical resources on the education of special needs students, a place for educators to meet and share ideas, and as a place for educators to develop their professional skills.

**Special Needs Network Internet web site:** <http://www.schoolnet.ca/sne> This Special Needs Education Network provides Internet resources. It is provided as a

## **General Resources**

### **Exceptional Students in Regular Classrooms:**

**Page 12**

---

co-operative initiative of Canada's provincial, territorial and federal governments in consultation with educators, universities, colleges and industry. The SNEN is professionally managed by the Special Needs Network, a federally incorporated registered Canadian charity.

### **Agencies and Associations**

The various associations represented on your board's Special Education Advisory Committee (SEAC) are invaluable resource people. In many cases, they will be able to provide materials, kits, speakers or they will be able to assist you in locating other appropriate resources.

**Special Education Companion:  
Learning Accommodations**

**Behaviour/Emotional  
Disorder**

## Behaviour/Emotional Disorder

### Characteristics

Page 14

Student behaviour is a concern for educators when it interferes with academic achievement. The following behavioural traits may be evidenced to varying degrees in students with behaviour/emotional disorders. It is important to note that evidence of some traits does not always indicate a behavioural exceptionality. The frequency, intensity or duration of the behaviour must be taken into account. Behaviour disorders affect social relationships and academic progress. The behaviours will be evident and will persist in different settings and with different people. They are not primarily due to intellectual or health factors.

#### **Observable characteristics:**

Characteristics may be demonstrated by behaviours that deviate in a significant manner from those which are normally expected, usually with little regard for social or cultural norms, such as:

- destructive of own, school, or other's property;
- disobedient, defies authority, tests the limits, refuses to follow directions, domineering;
- uncooperative, resistive, inconsiderate, disruptive, interrupts, disturbs, causes disturbance for which others are blamed;
- apathetic; 'don't care' attitude;
- fights, hits, is assaultive;
- intimidates others, bullies, threatens;
- restless, boisterous, noisy;
- untrustworthy, dishonest, lies, steals;
- use of profanity, abusive language and gestures;
- delinquent behaviour or vandalism;
- truancy from school.

Examples of behaviours which negatively affect learning and tend to be impulsive or compulsive:

- speaks out;
- disrupts classroom activities;
- displays temper tantrums;
- repetitively demonstrates the same behaviour;
- difficulty thinking before acting, impulsive;

## Behaviour/Emotional Disorder

### Characteristics

Page 15

---

- distractable, inattentive, lacks focus;
- daydreams, appears pre-occupied;
- short attention span, poor concentration.

Demonstrates poor interpersonal relationships and has low self-esteem:

- uncooperative in groups, argumentative, passively non-compliant;
- attention seeking;
- depends on others for direction and requires constant reassurance;
- hypersensitive, easily hurt or embarrassed, easily flustered;
- lacks self confidence.

Demonstrates behaviours injurious to oneself:

- withdrawal, nervousness, hypersensitivity;
- anorexia, bulimia;
- self abuse.

## **Behaviour/Emotional Disorder**

### **Learning Accommodations Overview**

**Page 16**

---

There are many approaches to program planning for students with behaviour disorders, and a variety of reasons for the occurrence of disruptive behaviour. The strategies presented in this section may assist in maximizing the student's ability to learn and in controlling his/her behaviour.

It is important to note that students with attention difficulties (e.g. ADD or ADHD) are not willfully inattentive. It takes inordinate effort for some of these students to keep themselves on task. In order to address the learning needs of the student in specific skill areas, it is also necessary to refer to strategies that are referenced in other exceptionality sections of this guide (e.g., learning disability, giftedness, developmental disability).

## **Behaviour/Emotional Disorder**

### **Management Accommodations**

**Page 17**

---

#### **To provide accommodations for the students, the teacher may:**

- develop and implement consistent behavioural expectations;
- establish privately with the student, expectations and consequences and involve the student in goal-setting;
- ensure that the student understands the expectations. It may require role-playing situations;
- involve the student and parents in selecting intervention strategies so a consistent approach can be used at home and at school;
- set limits, boundaries, consistently, predictably, promptly and plainly;
- acknowledge and praise/reward acceptable behaviour;
- apply consequences fairly and consistently;
- use 'time outs' judiciously;
- avoid confrontations. Try not to have the student 'lose face' (e.g. talk quietly and privately to the student rather than in front of others);
- avoid overreacting to the student's behaviour. Give the student a quick way to correct the problem.

## **Behaviour/Emotional Disorder**

### **Preventative Accommodations**

#### **To provide accommodations for the students, the teacher may:**

- provide a structured environment: lists, previews, repetition, direction and limits;
- provide positive reinforcement (praise, approve, encourage, nourish), whenever possible;
- build support by making sure there is support from home, school, and support staff (e.g., resource teacher, behaviour consultant, physiological services staff, physio and/or occupational therapist);
- post rules - have them written down and in full view;
- establish and use consistent classroom routines;
- keep to as predictable a schedule as possible. Prepare for transitions well in advance;
- establish quiet 'office areas' away from others that the student can elect to use if he or she requires privacy or quiet to concentrate and/or a location in the school to use when the student is exhibiting extremely disruptive behaviour;
- allow for an 'escape outlet' for the student, such as leaving the classroom for a moment;
- teach and reinforce with the student the concept of 'right to personal space';
- confer with the student and ask how he or she learns best;
- assist the student to learn tools for self-observation and self-modulation;
- provide opportunities for the student to practice self-monitoring with positive reinforcement for effort. Teach the student to use self-talk to slow down reactions to stressors (e.g., stop-think-do technique);
- help the student to manage frustration or agitation and how to gain self-control;
- teach the student alternative behaviours to replace the inappropriate ones (e.g., aggressive, self-stimulating or self-abusive behaviours);
- establish a private signal to remind the student to stop and think;
- make frequent eye contact;
- approach problems with the student from a problem solving rather than a blaming point of view;
- judiciously assign a 'job' which requires movement out of the problem situation (e.g., run an errand);
- carefully use humour to defuse situations where ever possible;
- work at understanding the behaviour and its root cause;

## **Behaviour/Emotional Disorder**

### **Preventative Accommodations**

**Page 19**

---

- defuse the problem situation and avoid power struggles by:
  - withdrawing from the conflict. Ignore the challenge and discuss the issue with the student at another time when it may be more conducive to resolution;
  - being aware of the tone, volume, cadence of your voice and your body language;
  - using a calm voice and allowing the student his or her personal space;
  - anticipating the student's response;
  - providing a different response.

## Behaviour/Emotional Disorder

### Environmental Accommodations

#### **To provide accommodations for the students, the teacher may:**

- provide an encouraging and supportive classroom environment;
- ensure the student feels he or she is a valued member of the class;
- develop and implement consistent behavioural expectations and consequences;
- involve the student in goal setting;
- recognize/praise effort and improvement as well as task completion;
- facilitate, model and encourage appropriate social skill development (e.g., role play, understanding body language);
- seat student in an area of the classroom that will minimize distractions;
- locate the student to maximize the positive effect of role models in the class;
- establish private cueing system to remind student to attend;
- provide immediate, specific feedback on learning and behavioural progress whenever possible;
- break instruction/learning periods into smaller units of time with a plan to increase on-task behaviour;
- establish eye contact prior to giving instructions;
- allow restless students opportunities to change focus or tasks;
- use a study carrel if necessary;
- provide opportunities for the student to change to a different location or have a 'time-out' if necessary.

## Behaviour/Emotional Disorder

### **To provide accommodations for the students, the teacher may:**

- provide a structured overview of the lesson prior to beginning instruction;
- announce what you are going to say before you say it, say it, then say what you said. This kind of structure helps to 'glue' the ideas in place;
- use outlines, teach outlining and underlining to help structure and shape what is being learned as it is being learned;
- use visual aids, demonstrations, simulations and manipulatives to ensure that students understand concepts presented;
- make use of overheads and keep each overhead for later review by the student;
- provide a copy of peer or teacher notes to allow student to focus on listening;
- provide opportunities to 'pair - share' or activity breaks to assist the student's ability to focus on instruction;
- make use of computer technology where possible;
- include a variety of activities for the student in each lesson;
- preteach important vocabulary;
- directly teach the skills necessary to manage instructional materials;
- enhance memory by teaching little tricks such as mnemonics; (e.g., cues, rhymes, codes);
- talk through the process required to complete the task;
- arrange for the student to have a 'study buddy' in each subject, when possible.

## **Behaviour/Emotional Disorder**

### **Assignment and Project Accommodations**

#### **To provide accommodations for the students, the teacher may:**

- make expectations explicit;
- establish time lines;
- make use of contracts, as appropriate;
- break down large tasks into small tasks. Large tasks can quickly overwhelm the student, and provide reinforcement as each part is completed;
- simplify instructions, choices and scheduling;
- provide models of completed tasks so the student can visualize a completed project;
- provide instructions visually and verbally;
- pair students to check work;
- provide checklists, outlines, advance organizers, to assist in assignment completion;
- enable the student to demonstrate understanding using a variety of media including oral presentations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations;
- provide opportunities for the student to word process rather than write assignments;
- go for quality rather than quantity of work as sometimes a reduced work load is required;
- monitor progress often. Frequent feedback helps keep the student on track and lets them know what is expected of them while building self-esteem;
- seek out and underscore success as much as possible.

## Behaviour/Emotional Disorder

### Organization Accommodations

#### **To provide accommodations for the students, the teacher may:**

- assist the student to set short term goals and ensure frequent opportunities for monitoring progress toward those goals;
- encourage the student to use one main binder to organize notes for class;
- teach the student to keep materials organized (e.g., bins for storage);
- establish specific places for all belongings and reinforce student for putting materials away properly;
- encourage the student to develop a locker list of required materials for each class;
- relate classroom activities to timetables/lists/agendas/ homework book, etc.

#### **NOTE**

For specific academic skill areas and assessment accommodations, refer to strategies that are referenced in other exceptionality sections of this guide (e.g., learning disability, giftedness, developmental disability).

## Behaviour/Emotional Disorder

### Resources

Page 24

Listed below are various places you may contact to acquire additional information. By contacting the central office of an organization or association, you will be able to find out whether there is a local office. Very often the associations are able to provide materials, kits, speakers and even workshops for parents and /or students. They can also be helpful in assisting to locate other resources to meet your programming need. The listed titles are provided as a service only to assist you in identifying resources that contain potentially useful ideas. The responsibility to evaluate these resources prior to selection rests with the user.

### Associations

Attention Deficit Disorder: Ontario Subdivision; phone (416) 813-6858

Council for Exceptional Children: Division of Learning Disabilities, 479 Kingsleigh Crt., Milton, Ontario L9T 1X6; phone: (905) 878-8428; fax: (905) 878-7540

Council for Exceptional Children: Ontario Federation, 2387 Powell Crt., Burlington, Ontario; phone: (905) 561-8247, fax: (905) 573-2259

Learning Disabilities Association of Ontario, suite 100, 365 Bloor Street East, Toronto, Ontario M4W 3S3; phone (416) 929-4311; fax: (416) 929-3905

Ontario Association of Children's Mental Health Centres, Suite 309, 40 St. Clair Avenue East, Toronto, Ontario M4T 1M9; phone (416) 921-2109

Ontario Association of Children's Rehabilitation Services, 350 Rumsey Road, Toronto, Ontario M4G 1R8; phone (416) 424-3864

Tourette Syndrome Foundation Centre, 3675 Keele Street, Suite 203, North York, Ontario M3J 1M6; phone (416) 636-2800

### Publications

Boulanger, C. (1992) **Teaching and Practice. Because You Like Us: The Language of Control.** Harvard Educational Review. 62 (2.)

Martin, J.M. Dworet, D.H. Davis C. (1996) **The Inclusion Puzzle: The student with behaviour disorders in the regular classroom.** Brock University.

Phelan, T. (1995) **123 Magic.** Child Management Inc., Glen-Ellyn, Illinois, USA. (also available with a supporting video).

## Behaviour/Emotional Disorder

### Resources

Page 25

---

Stanovich, P., and Jordan, P. **Integrated Education: A Resource Guide for Including Students With Special Needs in the Regular Classroom.** Toronto: Federation of Women Teachers' Association of Ontario, 1995.

### Websites

**BC Education: Special Education Branch,**  
**<http://www.bced.gov.bc.ca/specialed/html>**

This site provides a posting of the Special Education Resource Guide for teaching children with learning and behavioural differences, prepared by the Special Education Branch of the Ministry of Education of British Columbia.

**CH.A.D.D.: <http://chadd.org/html>**

This site provides various publication which provide information and tips for classroom management of attention deficit disorder.

**Snow Resources: <http://snow.utoronto.ca/html>**

The Best Practices section of this site provides current information about students with behaviour disorders and teaching strategies, as well as links to disability organizations.

**The Centre for Effective Collaboration and Practice:**

**<http://www.air-dc.org/cccp>, March, 1998**

This site features a paper by Quinn, Gable, Rutherford, Nelson, Howell (1998); Addressing Student Problem Behaviour. It discusses an IEP team's introduction to functional behavioural assessment, and behaviour intervention plans.

**Special Education Companion:  
Learning Accommodations**

**Deaf and Hard of Hearing**

## Deaf and Hard of Hearing

### Characteristics

Page 27

Deaf and hard of hearing students have varying degrees of hearing loss. The degree of hearing loss may result in the need to develop alternative methods of communication (e.g., sign language). Varying degrees of hearing may make it difficult to acquire spoken language through the auditory channel alone and may necessitate the use of additional support.

### Students may demonstrate needs in the following areas:

- articulation - speech clarity
- expressive language
- conversational skills, writing, spelling
- receptive language (listening and reading)
- social-emotional development and interpersonal skills.

### Possible Observable Characteristics:

Deaf and hard of hearing students may:

- miss key and subtle words in conversations;
- have difficulty expressing ideas;
- have some degree of language delay;
- follow rather than lead;
- have a limited vocabulary; lack subject -specific vocabulary and tend to use fillers (e.g., “the thing” instead of “the bunsen burner”);
- lack understanding of colloquialisms, idioms, slang expressions, multiple meanings of words, language-based humour (puns and riddles);
- be more comfortable setting the topic and controlling the conversation;
- misinterpret oral information;
- have articulation and other speech problems;
- have difficulty hearing in noise or from a distance;
- turn head towards the speaker or sound source;
- have difficulty locating the speaker in a group situation;
- have difficulty discriminating among similar speech sounds or words;
- have a preference for a visual tactile learning environment or strategies;

## Deaf and Hard of Hearing

### Characteristics

Page 28

---

- use gestures or sign language;
- give the impression that they understand more than they actually do.

Social/Emotional Implications include:

- language delay may lead to a limited ability to express feelings and needs;
- may be or appear to be socially immature or naive;
- may display limited skills for making friends;
- may need to work on developing pragmatic skills to enhance communication effectiveness;
- may be the last to answer in class and slow to respond;
- the use of hearing aids or FM may lead peers and adults to assume the student is a less competent learner;
- may become frustrated or isolated which sometimes leads to misbehaviour;
- may be left out by peers during games or recess;
- concern to be accepted by peers may lead to rejection of vital supports (e.g., FM system, itinerant support, etc.);
- may prefer the company of other deaf or hard of hearing peers;
- limited colloquial language necessary for teen interactions may lead to poor self-concept and feelings of isolation.

# Deaf and Hard of Hearing

## Teaching Approaches for Deaf Students

Page 29

### Teaching Approaches for Deaf Students:

There are two basic approaches which can be used in the teaching of deaf and hard of hearing students:

- a) An Auditory/Oral, English-based Approach
- b) A Visual/Sign Language, Bilingual Approach.

### An Auditory/Oral, English-based approach:

Proponents of this approach feel it is crucial to provide an environment that reinforces the development of listening and speaking skills of deaf and hard of hearing children in order to foster the acquisition of English which in turn will lead to school success and appropriate social interaction with hearing peers.

This approach:

- stresses the fundamental importance of the auditory channel for communication;
- notes the need to provide early amplification;
- relies on intensive auditory stimulation and training in order to facilitate oral language development through listening skills;
- precludes the use of signing or American Sign Language;
- stresses the natural development of spoken English; and
- requires intensive speech therapy to develop intelligible speech and enhancement of the spoken English of the deaf or hard of hearing child. (It is important to note that the amount of residual hearing and the consistent use of amplification have a significant bearing on the development of spoken English.)

Many children with profound hearing loss who derive minimal or no benefit from conventional hearing aids now receive cochlear implants. Those with cochlear implants require intensive developmental support in the areas of listening, speech, oral language and literacy.

### A Visual/Sign Language, Bilingual Approach:

- stresses the fundamental importance of vision and the use of American Sign Language rather than relying on the residual hearing of the child and use of amplification to develop spoken English. There are two very distinct methods or approaches within this overall approach.

- 1) The Bilingual Bicultural Approach
- 2) Total Communication Approach.

### 1) A Bilingual Bicultural Approach

# Deaf and Hard of Hearing

## Teaching Approaches for Deaf Students

Page 30

Proponents of this approach identify American Sign Language (ASL) as the most accessible, clear and natural language for deaf children. The initial goal is to develop "first language" fluency in ASL rather than attempting to develop receptive and expressive skills in English. Parents and family members need to learn and use sign language as soon as possible in order to capitalize on the optimal early years of language acquisition.

This approach:

- views deafness as a cultural, linguistic difference rather than as a disability;
- encourages the recognition of the importance of signing Deaf role models who can model native ASL;
- generally requires a critical mass of deaf students and staff fluent in ASL in order to create natural language learning opportunities and a viable, rich, bilingual-bicultural environment;
- requires, due to the nature of the approach, the congregating of students in such settings as special education classes and provincial schools, as opposed to integrated settings.

### 2) Total Communication:

This approach :

- combines English-based oral techniques with the use of ASL or English-based sign systems;
- may recognize ASL and may use it part of the time.

While ASL may be recognized and used part of the time, teachers and support staff commonly use invented manual codes or sign systems which attempt to visually represent the form and structure of spoken and written English. The most commonly used system in Anglophone settings is signed English

It is crucial for teachers and parents to realize that no one approach or methodology is appropriate for all deaf and hard-of-hearing children. Although many hard-of-hearing and some deaf children are able to function independently and successfully in regular classrooms with very few additional resources other than hearing aids and FM systems, most deaf and hard-of-hearing students require specialized resources, adaptive technology and instruction by qualified teachers of the deaf.

## Deaf and Hard of Hearing

Deaf and hard of hearing students, like all other students, learn in different ways and at different rates. In order for many of these students to be successful within the context of the curriculum, they may require accommodations and modifications. Teachers may also find the section on *Learning Disabilities* helpful in their planning.

## Deaf and Hard of Hearing

### Amplification and Equipment

Many deaf and hard of hearing students will make use of some form of amplification as recommended by an audiologist and may require the use of specialized equipment. Provided below are considerations regarding amplification.

#### **Amplification considerations include:**

- personal hearing aids merely amplify sound. They do not correct a hearing loss or the associated distortion of sound;
- personal hearing aids do not provide a deaf or hard of hearing person with normal hearing;
- hearing aids have definite limitations. In a noisy environment they will amplify all speech and noise equally;
- personal FM systems are designed to compensate for noise, distance and reverberation in classroom settings;
- personal FM systems have 2 main components, one worn by the teacher (an FM transmitter) and one worn by the student (an FM receiver);
- a wireless link is essential between the 2 components so that the speaker is perceived as being within a constant 10 to 15 cm of the student's personal hearing aid;
- the personal FM system can be used virtually anywhere in the classroom, auditorium or outdoors;
- a freefield sound system which is similar to a personal FM system except that students are not required to wear any receivers. The teacher wears a transmitter but the signal is sent to speakers strategically placed in the classroom.

#### Suggestions regarding Amplification

- Check amplification daily to ensure that it is working properly;
- Consult resource personnel to determine proper procedures for daily listening checks;
- Have the student if on a rotary timetable, carry the teacher's transmitter/microphone from class-to-class;
- Make use of FM systems during assemblies by guest speakers and on field trips.

#### Closed-Captioned Decoders

- Make use of closed-caption materials; most newer televisions have built-in decoder chips. This device produces printed subtitles across the bottom of the television screen for those programs marked "CC (Closed Captioned)";

## **Deaf and Hard of Hearing**

### **Amplification and Equipment**

**Page 33**

---

- Check with your media services department for a listing of videos that are closed captioned.

#### Telephone Devices

- Become aware of options available to assist a deaf or hard of hearing student who wishes to use a telephone: TTY (Telephone Device for the Deaf), BRS (Bell Relay System), Telephone set with volume control.

## **Deaf and Hard of Hearing**

### **Classroom Acoustics:**

Classroom acoustics have a direct impact on a deaf or hard of hearing student's ability to listen in a regular classroom environment. The following will help reduce the effects of noise, distance and reverberation:

- shut your classroom door and windows whenever possible;
- have curtains in the class if possible;
- cover tables and activity centres with cloth;
- carpet the classroom if possible;
- cover the bottom of chair legs by slitting tennis balls and inserting each chair leg into the tennis ball;
- have acoustic tiles on the ceiling;
- put cork board, corrugated paper, etc. on walls to absorb sound;
- check with resource personnel for assistance and more ideas regarding classroom acoustics.

## **Deaf and Hard of Hearing**

### **Environmental Accommodations: Presentation**

#### **Presentation:**

Today's classrooms present many challenges for deaf and hard of hearing students. These students often miss much of the information presented by teachers and classmates. Accessing information presented in activity centres and discussion groups and through audio visual equipment is also difficult.

Teachers may find the following strategies helpful:

- establish predictable routines so that the deaf or hard of hearing students know what is happening or should happen next (e.g., turn-taking, identifying speaker, etc.);
- recognize that some students require the services of an interpreter (sign or oral); an interpreter is not a teaching assistant;
- insert natural pauses in the discussion or delivery of instructions, where the services of an interpreter are utilized, in order that the student has sufficient time to make notes without missing information;
- support oral instruction with print or visual aids whenever possible;
- state the topic at the outset of discussion and let the student know when the topic changes;
- provide the deaf or hard of hearing student with an outline of a new topic (including vocabulary lists);
- rephrase questions or instructions as necessary; ask questions that demand knowledge of content information as opposed to 'yes' or 'no' answers;
- encourage deaf and hard of hearing students to ask for clarification, to express their opinions and to contribute to discussions;
- plan for pre-reading, pre-viewing of new materials;
- establish a home/school communication/agenda book;
- consider providing the deaf or hard of hearing student with: a buddy, a plan for emergencies, (e.g., fire drills and access to PA announcements);
- provide a written summary for videos and films, as they provide considerable difficulties for deaf and hard of hearing students.

## **Deaf and Hard of Hearing**

### **Environmental Accommodations: Speech Reading**

#### **Speech Reading:**

Speech reading is the act of deducing what has been said by watching a speaker's lip movements, body language, facial expressions and gestures. This is difficult for the student, as many sounds are not visible on the lips and many different sounds appear exactly the same. The following suggestions will facilitate speech reading.

The speaker should:

- gain the deaf or hard of hearing student's attention before speaking;
- stand relatively still in front of the student one to three metres away, articulate clearly and speak at a moderate rate without exaggeration;
- refrain from speaking while writing facing the chalkboard;
- stand toward the source of light;
- encourage the student to position him or herself so that he or she has a clear view of the speaker's face;
- encourage the student to turn around to see classmates as they speak or answer questions;
- provide small group work whenever possible.

## **Deaf and Hard of Hearing**

For additional skill specific areas, teachers should also reference the learning disability section or appropriate other areas.

### **Developing Language Skills:**

Language is a critical area for deaf and hard of hearing students. It is a component of all subjects and will influence the deaf and hard of hearing student's comprehension in school and social settings. Language and its impact on deaf and hard of hearing students learning is complex and far reaching.

Some students will require interpreters, note-takers, or educational assistants to facilitate communication.

Language development for many deaf and hard of hearing students can be facilitated by:

- the use of journals and daily diaries;
- ideas for vocabulary expansion, classifying and categorization;
- approaches using story-telling and conversation to develop language;
- questioning techniques to extend, clarify and reinforce concepts and vocabulary and more important, how to teach deaf and hard of hearing students to pose questions;
- games involving language principles;
- ideas for developing idioms and abstract language structures;
- concrete materials, picture books, first-hand experiences designed to develop language;
- lessons related to the social use of language or situation-specific language, (e.g., how to introduce someone, how to thank someone, etc.);
- enhancing concepts with written back-up and repetition.

## Deaf and Hard of Hearing

### Assessment Accommodations

#### **To provide accommodations for the students, the teacher may:**

- make allowances for a slower rate of language acquisition and a less sophisticated use of language which can be a normal result of hearing loss;
- contact the local Resource Consultant from the provincial schools and/or the local Itinerant Teacher of the Deaf when administering formal assessments, to obtain further assistance;
- provide additional time as required;
- test administration, location, and student responses may need to be modified;
- preview language of test questions (e.g., compose, contrast, simplify, justify and define), the deaf or hard of hearing student may require further clarification;
- read or clarify questions for the student and encourage the student to re-phrase questions in his or her own words;
- provide format changes such as practical demonstrations, use of pictures and videos as required;
- highlight key words or phrases for emphasis;
- encourage the deaf or hard of hearing student to advocate for his own appropriate accommodations;
- provide visual materials whenever possible;
- allow the types of accommodations normally used in the completion of everyday work assignments.

## Deaf and Hard of Hearing

### Resources

#### **Your board may have:**

Audiologists, Speech/Language Pathologists, Itinerant Teacher of the Deaf, Interpreters, Auditory Verbal Therapists.

#### **Provincial Schools for the Deaf offer:**

- Resource Consultants who can help you with assessments and programming;
- Workshops on a variety of topics related to deaf and hard of hearing students.

Provincial Schools Branch  
Ontario Ministry of Education & Training  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
TTY:(905) 878-7195  
Telephone:(905) 878-2851  
Fax:(905) 878-5405

The Ernest C. Drury School for the Deaf  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
TTY:(905) 878-7195  
Telephone:(905) 878-2851  
Fax:(905) 878-1354  
Website:<http://ecdrury.edu.gov.on.ca>

The Sir James Whitney School for the Deaf  
350 Dundas Street West  
Belleville, Ontario K8P 1B2  
TTY/Telephone (613) 967-2823  
Fax:(613) 967-2857

Robarts School for the Deaf  
1090 Highbury Avenue  
London, Ontario N5Y 4V9  
TTY/Telephone:(519) 453-4400  
Fax:(519) 453-7943

Centre Jules-Leger  
281 Lanark Avenue  
Ottawa, Ontario K1Z 6R8  
TTY/Telephone:(613) 761-9300

## Deaf and Hard of Hearing

### Resources

Page 40

---

Fax:(613) 761-9301

#### **Resource Books and Journals:**

**Children with Cochlear Implants in Educational Settings**, Mary Ellen Nevins and Patricia M. Chute. Singular Publishing Group, Inc., 1996.

**Hearing and Communication, All Divisions Resource Guide**, Ministry of Education and Training, Ontario, 1992.

**Hearing Impaired Children in the Mainstream** by Mark Ross York Press, Inc. 1992.

**Our Forgotten Child: Hard of Hearing Pupils in the Schools** by Julia Davis, Office of Special Education (U.S. Department of Education), 1990.

**Not Deaf Enough: Raising a Child Who is Hard of Hearing - with Hugs, Humour and Imagination** by Patricia Ann Morgan Candlish, M.L.S. - Alexander Graham Bell Association for the Deaf, 1996.

**The Illusion of Full Inclusion** by James Kauffman and Daniel P. Hallahan, Pro-Ed Inc., 1995.

#### **Volta Review**

#### **Journal of Speech and Hearing Research**

#### **American Annals of the Deaf**

#### **Journal of Childhood Communicative Disorders**

#### **Journal of Special Education**

#### **Children's Books:**

**Amy: The Story of a Deaf Child** by Lou Ann Walker E.P. Dutton Inc., New York, 1985.

**Buffy's Orange Leash** by Stephen Golder and Lise Memling Kendall Green Publications/Gallaudet University Press, 1988.

## Deaf and Hard of Hearing

### Resources

Page 41

---

**I'm Deaf and It's OK** by L. Aseltine, E. Mueller, N. Tait Albert Whiteman, Chicago, 1986.

**I Can't Always Hear You** by Joy Zelonky Raintree Publishers, Inc., U.S.A., 1980.

**I Can't Hear Like You** by Althea Dinosaur Publications, London, England, 1985.

**Patrick Gets Hearing Aids** by Maureen Cassidy Riski Phonak, 1994.

**Silent Observer** by Christy MacKinnon Breton Books, Wreck Cove, Nova Scotia, 1993.

**What is the Sign for Friend** by Judith E. Greenberg Franklin-Watts, 1985.

### Videotapes

**Families with Hard of Hearing Children (Discovering Your Needs/Exploring Your Choices)** - Boys Town Press, Nebraska, U.S.A.

**Families with Deaf Children (Discovering Your Needs/Exploring Your Choices)** Boys Town Press, Nebraska, U.S.A.

**I Hear What You Say** Mainstreaming in the 90s, Educational Services Department, Toronto Board of Education.

**Tomorrow Dad Will Still Be Deaf** by Bonnie Kraft (CC) Dawn Sign Press, California.

### Websites

**Snow Resources:** <http://snow.utoronto.ca/html>

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

### Organizations, Agencies and Support Groups

Several organizations, agencies, and support groups provide information and support to parents and teachers of hard of hearing and deaf students. Some of these are:

## Deaf and Hard of Hearing

### Resources

Page 42

---

Canadian Hearing Society  
271 Spadina Road  
Toronto, Ontario M5R 2V3  
TTY:(416) 964-0023  
Telephone:(416) 964-9595  
Fax:(416) 928-2525  
E-mail: info@chs.ca  
Website:<http://www.chs.ca>

Auditory-Verbal Therapy Program  
North York General Hospital  
4001 Leslie Street  
North York, Ontario M2K 1E1  
Telephone:(416) 756-6000

VOICE for Hearing Impaired Children  
124 Eglinton Avenue West  
Toronto, Ontario M4R 2G8  
Telephone:(416) 487-7719  
Fax:(416) 487-7423  
Website:<http://www.web.net/~voice/index.htm>

Ontario Association of the Deaf  
House #4  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
TTY:(905) 878-7678  
Fax:(905) 878-6331  
Website:<http://www.deafcanada.com/oak/aboutoad.html>

Ontario Cultural Society of the Deaf  
House #4  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
TTY/Telephone:(905) 878-6470  
Fax:(905) 878-3752

Silent Voice Canada  
699 Coxwell Avenue  
Toronto, Ontario  
TTY/Telephone:(416) 463-3928

## Deaf and Hard of Hearing

### Resources

Page 43

---

Fax:(416) 778-1876  
E-Mail:silentv@io.org

Bob Rumball Centre for the Deaf  
2395 Bayview Avenue  
Toronto, Ontario M2L 1A2  
TTY:(416) 449-2728  
Telephone:(416) 449-9651  
Fax:(416) 449-8881

Ontario Association of Sign Language Interpreters  
House #4  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
TTY/Telephone:(905) 878-7876  
Fax:(905) 878-6331

National Information Center on Deafness  
Gallaudet University  
800 Florida Avenue N.E.  
Washington, D.C. 20002-3695  
U.S.A.  
TTY/Telephone:(202) 651-5000  
E-mail:NICD@gallux.gallaudet.edu

Alexander Graham Bell Association for the Deaf  
3417 Volta Place N.W.  
Washington, D.C. 20007-2778  
U.S.A.  
TTY/Telephone:(202) 337-5220  
Website:<http://www.agbell.org>

GU Bookstore  
Gallaudet University  
800 Florida Avenue N.E.  
Washington, D.C. 20002-3695  
U.S.A.  
TTY/Telephone:(202) 651-5271

**Special Education Companion:  
Learning Accommodations**

**Learning Disabilities**

# Learning Disabilities

## Characteristics

Page 45

Learning disabilities are often an invisible handicap. Although the following characteristics are possible for any student to exhibit from time-to-time, the student with learning disabilities demonstrates these with regularity over a period of time.

### **Students may demonstrate deficits in:**

- receptive language (listening, reading);
- language processing (thinking, conceptualizing, integrating);
- expressive language (talking, spelling, writing);
- social-emotional maturity;
- sustaining attention.

### **Observable characteristics may be demonstrated by:**

- uneven or inconsistent performance;
- functional difficulties in visual, auditory, motor, organizational and/or conceptual skills;
- difficulty understanding and following directions;
- interpretation of language literally and/or a limited vocabulary;
- problems with reading, comprehension and mathematics;
- difficulty with writing, spelling, grammar, and/or oral expression of language;
- difficulty organizing and sequencing thoughts and ideas;
- difficulty in the social use of language;
- inefficient strategies for reception, storage and production of information;
- difficulty with long term and/or short term memory;
- difficulty in focussing attention and/or initiating tasks and sustaining concentration;
- difficulty generalizing learning or transferring skills/knowledge from one setting to another;
- mastery of content but an inability to produce answers;
- difficulty solving problems and a tendency to become overwhelmed by the tasks at hand;
- behaviour that is often immature, impulsive, and egocentric;
- low self-esteem, social skill deficits;
- fear of school;
- difficulty in discrimination and sequencing and/or directionality confusion.

## Learning Disabilities

Individuals learn in different ways and at different rates. In order for the student with a learning disability to be successful within the context of the curriculum, he or she may require modifications to the curriculum expectations or appropriate accommodations.

The following general strategies may assist students with learning disabilities who are in your classroom, to be more successful. Teachers will also find the sections on *Gifted* and *Behaviour* of great value in working with students with learning disabilities.

## **Learning Disabilities**

### **Environmental Accommodations**

#### **To provide accommodations for the students, the teacher may:**

- provide an encouraging and supportive classroom environment;
- ensure the student feels he or she is a valued member of the class;
- develop and implement consistent behavioural expectations and consequences;
- involve the student in goal setting;
- recognize and praise effort and improvement as well as task completion;
- check in with the student regularly;
- provide preferential seating as necessary to assist with focussing and maintaining attention. The front of the class may be beneficial;
- allow restless students opportunities to move about;
- use a study carrel to reduce distraction if necessary;
- isolate or change the student to a different location to reduce distraction, if necessary.

## **Learning Disabilities**

### **Social Accommodations**

#### **To provide accommodations for the students, the teacher may:**

- teach the student to notice, interpret and appropriately respond to body language;
- facilitate, model and encourage appropriate social skill development (e.g., role play understanding body language);
- teach the student how to initiate, maintain and conclude a conversation;
- teach the student to see situations from the other person's perspective. Make use of role play and modelling;
- provide as many opportunities as possible for positive experiences in self-expression, beginning first in a small, comfortable group setting;
- foster opportunities and provide strategies for the student to make and maintain friendships.

## **Learning Disabilities**

### **Organizational Accommodations**

#### **To provide accommodations for the students, the teacher may:**

- attach daily schedules/timetables to notebook cover;
- provide extra text books (as required) for home;
- provide advance organizers to structure content (e.g., outlines, subtitles, paragraph frames);
- encourage the use of lists, advance organizers, personal planner for personal organization;
- set time limits the student is clear about for assignments;
- provide written outlines for assignments;
- assist the student by 'chunking' assignment components and requiring each 'chunk' to be handed in at specifically assigned times;
- facilitate overall thinking of the task (e.g., pre-planning, topic sentence, details, summary);
- encourage the student to label, date and number pages
- allow additional time, that has been pre-established with the student, to complete task;
- employ verbal rehearsal and questioning strategies following instruction, in order to help the student focus on important information;
- teach and encourage the use of highlighting main facts and ideas;
- organize a notebook or provide a folder to help organize work;
- provide immediate reinforcement of correct response and immediate feedback of results where possible;
- recognize effort and improvement as well as task completion;
- build in opportunities for frequent progress checks with peer or teacher;
- keep graphs and charts of student's progress;
- communicate regularly with support teacher, if appropriate;
- establish a home/school communication system.

## **Learning Disabilities**

### **Motivational Accommodations**

#### **To provide accommodations for the students, the teacher may:**

- involve the student in setting goals for work completion;
- encourage risk taking;
- provide opportunities for choosing formats when completing assignments/projects;
- provide varied opportunities for peer and/or group interactions (e.g., cooperative learning, sharing);
- use games and activities to check work and/or study for tests.

## **Learning Disabilities**

### **Presentation Accommodations**

#### **To provide accommodations for the students, the teacher may:**

- present information to as many modalities as possible, including oral presentation, board notes, overheads, diagrams, class discussion, activity-based learning;
- provide overviews of lessons at the beginning of class where possible (e.g., visual organization scheme such as maps or webs);
- relate material to students' lives and real-life situations;
- use experiential, concrete examples, resources and activities to teach abstract concepts;
- reinforce oral instructions with written or visual cues;
- repeat important information. Visibly mark it at the board or on an overhead;
- clarify definitions, terms and vocabulary in assignments, and ensure understanding by asking students to retell or paraphrase instructions;
- allow students to tape lessons for more intense listening at a later time;
- allow a significant response time when questioning to allow the student time to process the request;
- avoid using figurative language unless it has been specifically pre-taught;
- teach in small, incremental steps, moving from simple to more difficult;
- encourage students to question for clarification and additional information;
- provide instructional materials geared to student's instructional level (e.g., high interest low vocabulary reading material);
- provide review/reinforcement opportunities for new concepts. Periodically summarize main points;
- tell students the purpose of the assignment and the method/ criteria for the evaluation;
- give assignments orally and visually;
- encourage oral discussion prior to writing tasks, and prior to/ after reading;
- provide extra time to complete assignments that might otherwise be completed in class and /or reduce the quantity of the assignment;
- allow students practices opportunities prior to tests (e.g., sample or practice test);
- provide a study guide prior to tests.

## **Learning Disabilities**

### **Gaining Independence**

**Page 52**

---

It is not uncommon for teachers to advocate more often and more consistently for the exceptional student. Because the exceptional student often has a low self-concept, he/she may believe he/she has little control over his/her future. Often, the student feels that others are responsible for his/her future, as well as his/her successes and failures. Therefore, in order for the student to become an independent learner, it is very important to teach skills which will lead to greater independence.

#### **Accommodations for gaining independence may be to:**

- teach the steps for problem solving;
- help the student to become aware of his/her decision making style;
- teach and reassure that risk taking and making mistakes are part of the normal learning process;
- teach and model for the student strategies for effectively communicating their strengths and needs;
- explore the consequences of various solutions to the same problem;
- facilitate opportunities for the student to explore possible consequences to problem solutions;
- infuse problem-solving opportunities throughout the curriculum and use role-play situations to help the student become more confident in solving problems;
- teach the student how to take the initiative to ask for the accommodations he or she requires.

## **Learning Disabilities**

### **Skill Specific Accommodations**

**Page 53**

---

It is not uncommon for teachers to advocate more often and more consistently for the exceptional student. Because the exceptional student often has a low self-concept, he/she may believe he/she has little control over his/her future. Often, the student feels that others are responsible for his/her future, as well as his/her successes and failures. Therefore, in order for the student to become an independent learner, it is very important to teach skills which will lead to greater independence.

## **Learning Disabilities**

### **To provide accommodations for the students, the teacher may:**

- provide many opportunities to develop oral language skills (e.g., retelling stories, relating experiences, interpreting pictures, group discussions);
- provide organizational strategies to assist in the preparation of planned oral presentations (e.g., speeches);
- provide opportunities for use of technology in organizing and presenting information, such as power point or presentations type software;
- demonstrate and discuss sentence ambiguity, figurative language and irony;
- provide opportunities for discussion of cause and effect, humorous situations, feelings, characters;
- use 'wh' questions as prompts to assist the student in relating information orally;
- restate key concepts in grammatically simple structures;
- use visual aids consistently to support oral messages;
- provide extra time for processing;
- encourage the student to ask for clarification.

## Learning Disabilities

### Learning Accommodations by Skill Area: Reading

#### **To provide accommodations for the students, the teacher may:**

- provide direct instruction for areas of reading needs;
- match reading materials to the student's reading level;
- teach the student to use context clues when reading;
- teach the meaning of words specific to the subject area to be read prior to reading;
- explore and share prior knowledge of topic to provide context and background for reading;
- encourage oral discussion prior to and after reading to increase the student's level of comprehension;
- provide advance organizers to structure the reading content (e.g., outlines, subtitles, paragraph frames, cause and effect, thesis and proof, main idea and supporting detail);
- supplement texts with a variety of motivating print;
- provide varied opportunities for peer/group interaction following reading;
- modify expectations regarding the quantity of reading expected by breaking tasks into smaller parts to be completed over spaced intervals;
- provide opportunities for alternate modes for information sharing (e.g., videos, plays, graphics, tapes, to support reading comprehension);
- provide as appropriate technology for screen readers;
- allow additional time where necessary, for completion of reading activities;
- read aloud to students and / or encourage the use of peer tutors to read to students.

## **Learning Disabilities**

### **Learning Accommodations by Skill Area: Writing**

#### **To provide accommodations for the students, the teacher may:**

- provide oral discussion prior to writing;
- use direct instruction and modelling to encourage the use of a variety of pre-writing and organizational strategies (e.g., conferences, brainstorming, illustrating, tape recording, mapping, outlining, semantic webbing);
- encourage the use of drawing or sketching as part of the planning process;
- have the student tape to support writing or, if necessary, as an alternative to support draft work;
- model and display examples for specific purposes in writing (e.g., letters, editorials, essays);
- provide models of the writing process which are visible for the student;
- develop strategies with the student that will assist in moving from the pre-writing stage to sequencing ideas for writing;
- have the student use a computer for word processing, proofreading, editing (e.g., spell and grammar checker) ;
- provide as appropriate, technology for speech recognition, word predication programs and computerized organization tools such as Inspiration;
- encourage drafts and suggest ways to improve drafts;
- concentrate on teaching one writing skill at a time and evaluate accordingly;
- provide frequent opportunities for feedback on the student's draft writing;
- provide opportunities for collaborative writing;
- have the student read his/her work aloud or on tape to help with self-editing;
- teach the use of electronic spellers, spell checker, dictionaries, thesaurus and make these available;
- provide opportunities for more frequent smaller writing assignments as an alternative to longer writing requirements;
- allow additional time for submission of writing and, where possible, assist the student with 'chunking' the writing assignment for draft submission;
- negotiate the required length and appropriate deadlines for written assignments;
- allow opportunities for alternatives to writing (e.g., graphic representations, drama, media presentations, timelines, collages).

## **Learning Disabilities**

For spelling accommodations or modifications:

- reduce the number of spelling words;
- allow students to use a spelling reference (e.g., spell checker, dictionary, electronic speller);
- encourage students to have a buddy who will help them proofread their work;
- avoid taking marks off for spelling errors when marking subject content (e.g., tests).

## **Learning Disabilities**

### **To provide accommodations for the students, the teacher may:**

- establish a routine to title, number, date all notes and handouts;
- encourage student to review daily / weekly, with you or peer, the completeness of notebooks;
- teach visual strategies for note making (e.g., use of diagram/picture to represent content);
- teach and encourage the use of mapping techniques;
- write important definitions and ideas on the board or on a handout;
- allow plenty of time for copying;
- provide a print copy of chalkboard notes, if necessary (e.g., photocopy of teacher or peer's note, peer's note written on NCR paper);
- encourage group production of summary notes;
- allow the student if necessary, to tape notes instead of writing them, for later review;
- model and teach highlighting of main ideas, making margin notes, etc.;
- make use of bulletin boards to highlight key vocabulary and key concepts.

## Learning Disabilities

### **To provide accommodations for the students, the teacher may:**

- ensure the student is familiar with the language of mathematics;
- use simple language and directions for mathematical activities;
- ensure the student has the prerequisite skills to learn a new concept;
- use concrete and/or manipulative materials to teach concepts;
- encourage group/peer discussion when teaching new concepts or for mathematical activities;
- use graphic representations wherever possible to clarify mathematical assignments/activities;
- have directions read to the student;
- make use of computer programs for drill and practice;
- provide samples for the student to work from (e.g., on the top of worksheets);
- have the student use colour coding as a method of differentiating mathematical operations (e.g., addition, subtraction, multiplication, division);
- have the student paraphrase and /or rehearse the information and necessary steps required for the task;
- provide and post steps for solving problems;
- organize worksheets and tests so they are clear, spacious and easy to follow;
- minimize copying work from chalkboard or textbook to notebook;
- teach and encourage the use of a calculator.

## Learning Disabilities

### Assessment Accommodations

#### **To provide accommodations for the students, the teacher may:**

- teach ways to prepare a study sheet;
- teach the vocabulary necessary for test taking;
- model test-taking strategies;
- provide a practice test;
- adapt the assessment format (e.g., oral, practical demonstration, interview, construction, tape-recorded test);
- allow the student to write the main points and expand verbally;
- allow the use of computer, where appropriate;
- divide the test into parts and give the student one section at a time or over a period of days;
- provide a quiet location which is free from distraction;
- allow additional time, when required for completion;
- read or clarify questions for the student and encourage student to rephrase questions, in his/her own words;
- provide highlighting of key words or instructions for emphasis;
- avoid using questions within questions, double negatives or extremely complicated wording;
- use several assessments to establish ability;
- avoid penalizing for spelling errors, unless spelling is pertinent to the assessment;
- allow the use of calculators, where appropriate;
- allow flexibility as appropriate, in the number of questions to be answered.

## **Learning Disabilities**

### **Resources**

**Page 61**

Listed below are various places you may contact to acquire additional information. By contacting the central office of an organization or association, you will be able to find out whether there is a local office. Very often the associations are able to provide materials, kits, speakers and even workshops or parents and /or students. They can also be helpful in assisting to locate other resources to meet your programming need.

### **Associations**

Attention Deficit Disorder: Ontario Subdivision; phone (416) 813-6858

Council for Exceptional Children: Division of Learning Disabilities, 479 Kingsleigh Crt., Milton, Ontario L9T 1X6; phone: (905) 878-8428; fax: (905) 878-7540

Council for Exceptional Children: Ontario Subdivision for Children With Communication Disorders, 423 Henry Street, Sault Ste. Marie, Ontario P6C 2W9; phone: (707) 945-5677

Council for Exceptional Children: Ontario Federation, Jackie Bajus President, 2387 Powell Crt., Burlington, Ontario; phone: (905) 561-8247, fax: (905) 573-2259

Learning Disabilities Association of Ontario, suite 100, 365 Bloor Street East, Toronto, Ontario M4W 3S3; phone (416) 929-4311; fax: (416) 929-3905

Ontario Association for Families of Children with Communication Disorders, 13 Segal Drive, Chelsonburg, Ontario N4G 4P4; phone: (519) 842-9506; fax: (519) 842-3228

### **Demonstration Schools**

The ministry provides the services of four demonstration schools for students with severe learning disabilities. Special programs are provided for students with learning disabilities in association with attention deficit hyperactivity disorder.

Amethyst School, 1090 Highbury Avenue, London, Ontario N5Y 4V9; phone: (519) 453-4408

Centre Jules Leger, 281 Lanark Street, Ottawa, Ontario K1Z 6R8; TTY: (613) 761-9302; phone: (613) 761-9300; fax: (613) 761-9301

Saganaska School, 350 Dundas Street West, Belleville, Ontario K8P 1B2; phone: (613) 967-2830; fax: (613) 967-2482

## **Learning Disabilities**

### **Resources**

**Page 62**

---

Trillium School, 347 Ontario Street south, Milton, Ontario L9T 3X9: (905) 878-8428;  
fax: (905) 878-7540

### **Website**

**Snow Resources:** <http://snow.utoronto.ca/html>

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

**Special Education Companion:  
Learning Accommodations**

**Autism & Pervasive  
Developmental Disorder**

# Autism & Pervasive Developmental Disorder

## Characteristics

Page 65

Pervasive Developmental Disorder (PDD), is a generic term referring to a group of disorders that share certain essential features including: qualitative impairments in reciprocal social interaction, qualitative impairments in both verbal and non-verbal communication, and a restrictive, stereotypic pattern of behaviour.

The specific disorders contained under the umbrella term PDD include:

- Autistic Disorder
- Rett's Disorder
- Childhood Disintegrative Disorder
- Asperger's Disorder
- Pervasive Developmental Disorder Not Otherwise Specified (including Atypical Autism)

### Observable Characteristics:

#### Autistic Disorder

People with this disorder have a markedly abnormal or impaired development in the areas of social interaction and communication, and display a significantly restricted repertoire of activity and interest. More males than females are affected.

#### Rett's Disorder

Rett is a condition found only in females who have apparently normal pre and perinatal development with onset of symptoms after 5 months of age. These include decelerated head growth, loss of purposeful hand movements (e.g., uncontrolled hand wringing) and development of severe psychomotor delay.

#### Childhood Disintegrative Disorder

Development in persons with this disorder proceeds normally for several years, with age-appropriate verbal and non-verbal communication, social skills, play, etc. There is a subsequent (after 2 years of age and before 10 years) marked regression in skills in multiple areas, and the development of various autistic-like features. This disorder is also sometimes referred to as "Heller's Syndrome".

#### Asperger's Syndrome

People with Asperger's Syndrome appear to demonstrate normal cognitive and language development (though the onset of speech may be slightly delayed). They are less obviously socially impaired than children with autism. It is with peers that the qualitative impairments in reciprocal social interaction become most apparent. They may also have unusual or elaborate preoccupations with objects or topics.

## **Autism & Pervasive Developmental Disorder**

### **Pervasive Developmental Disorder Not Otherwise Specified**

This diagnosis is used when there are impairments across all three areas of characteristics of autism, but the number of characteristics needed to meet criteria for other types of PDD are not met. In some children it is very difficult to distinguish the subtle differences between Autism and PDD NOS.

PDD is therefore a generic umbrella term, with a number of distinct subcategories. Whatever the subcategory assigned, specialized support services are needed to optimize achievement.

## Autism & Pervasive Developmental Disorder

Many students with Pervasive Developmental Disorder benefit from and learn best from being with age peers, but most will have extensive modifications to the regular grade level expectations and in some instances may be using a totally alternative curriculum. Individually modified expectations will be stated in the student's IEP. Wherever possible, programming should be age-appropriate, interactive and functional. Like other students, these students should be given opportunities to develop skills which will prepare them to be productive community members and which will assist them to develop the pre-employment skills they may require.

Teachers should be aware that only a few of the most appropriate strategies will need to be employed. Teachers may also find the sections on *Physical, Behaviour and Learning Disabilities* helpful in planning for and working with these students.

In addition to these strategies, in many cases, support personnel are also available to support the classroom teacher. Not all students need all types of support, but these human resources may include such people as:

- a resource teacher;
- an educational assistant;
- parental collaboration;
- volunteer assistance.

## Autism & Pervasive Developmental Disorder

### Environmental and Routine Accommodations:

Page 68

---

#### **To provide accommodations for the students, the teacher may:**

- provide a predictable and safe environment;
- minimize transitions;
- offer consistent daily routine;
- avoid surprises. Prepare the student thoroughly and in advance for special activities, altered schedules, or other changes, regardless of how minimal;
- talk the student through stressful situations or remove him/her from the stressful situation;
- use “Social Stories” to prepare the student for transitions or to modify reactions to a particular situation;
- provide personal space in resource or other room for relaxation;
- reduce distraction and sensory overloads;
- allow modifications as needed to deal with sensitivity to touch issues.

## Autism & Pervasive Developmental Disorder

### Motivational Accommodations

#### **To assist with motivating the student:**

- schedule opportunities for sharing experiences;
- develop means to deliver information so that you are assured the student understands;
- develop consistent methods of questioning and utilize the student's likes, interests, and strengths when introducing new tasks;
- plan cooperative experiences throughout the day;
- make use of naturally occurring reinforcers (i.e., things that will maintain the positive results desired);
- reinforce any attempts towards goals and objectives;
- provide feedback immediately so the connection between the reinforcer and event is clear;
- vary reinforcers and provide, choices of reinforcers;
- encourage, accept and teach choice making;
- expand the option of choice through meaningful experience and successes;
- invite and encourage natural initiation of tasks;
- utilize environmental and instructional cues instead of relying on constant adult verbal and physical cues;
- keep familiar, acquired activities in the program as new ones are added.

## **Autism & Pervasive Developmental Disorder**

### **Presentation of Materials**

#### **When presenting lessons and new materials:**

- know and use the student's strengths;
- use established routines;
- divide instructions into small, sequential steps;
- present new concepts in a concrete manner;
- present material to the student in a combination of different ways, (e.g., maps, charts, videos, computers, diagrams, demonstrations.);
- make use of consistent expectations;
- make use of peer tutoring;
- provide needed prompts and cues;
- provide repeated opportunities to practice/review.

## Autism & Pervasive Developmental Disorder

### **When communicating with the student, teachers may:**

- provide accurate prior information about change;
- provide accurate prior information about expectations;
- be concrete and specific. Avoid using vague terms like later, maybe, "why did you do that?";
- slow down the pace;
- if necessary for understanding, break tasks down into smaller steps;
- use gestures, modelling and demonstrations with verbalizations;
- engage attention visually, verbally, and/or physically prior to giving information or directions;
- communicate in a clear straight forward manner. Avoid idioms and double meanings;
- pause, listen and wait;
- watch and listen to attempts to respond;
- respond positively to any attempts;
- model correct format without correction;
- encourage input and choice when possible;
- provide alternate modes for communicating if required (e.g. communication books, PIC-symbols, augmentative communication) if available, contact the Board resource person.

# Autism & Pervasive Developmental Disorder

## Self Management Of Behaviour

Page 72

### For self management of behaviour :

- incorporate strengths and interests into daily plan;
- encourage choices and decision-making, where appropriate;
- analyse the purpose of the behaviour from student's perspective;
- translate purpose into skills to be taught;
- avoid punitive measures that lower self-esteem, increase anxiety, and are not understood;
- provide reinforcement that is individualized (e.g., immediate, delayed, concrete);
- avoid disciplinary actions for behaviours that are part of the disorder;
- insure that school staff outside the classroom (e.g., bus driver, librarians, cafeteria monitors) are familiar with the student's style and needs and have been given adequate training in management approaches;
- try to avoid escalating power struggles. These students often do not understand rigid displays of authority or anger and will themselves become more rigid and stubborn if forcefully confronted;
- develop a personalized picture schedule for the student to follow.

### Gaining Independence: (*See also Learning Disabilities section*)

Students with Pervasive Developmental Disorder usually require on-site advocates who facilitate entry, provide staff with sessions on disability awareness and who assist with integration. Eventually, students themselves need to learn how to become independent and make their individual needs clear to others. Like other students, these students should be given opportunities to develop skills which will prepare them to be productive community members and which will assist them to develop the pre-employment skills they may require. Teachers, parents and support staff can work together to foster a positive attitude and the development of these skills.

### To provide accommodations for the student in gaining independence the teacher may:

- focus on specific expectations that promote independent living;
- work on skills for independent living as part of class activities;

## **Autism & Pervasive Developmental Disorder**

### **Self Management Of Behaviour**

**Page 73**

---

- direct teach daily living skills;
- expect the student to have responsibilities and jobs within the classroom, cooperative work group or school. Give the student responsibilities that are real and valuable. The student should have a role in every group;
- enhance the student's dignity by providing opportunities for choice;
- teach and focus on social skill development (e.g., eye contact, cooperation, punctuality, task completion) for completing the job ;
- teach and model strategies for the student so they may effectively communicate their strengths and needs;
- encourage all staff and peers to learn and use the student's communication system;
- teach appropriate ways for the student to request assistance and express feelings;
- teach the student the steps for problem solving; model and coach the student to solve problems;
- involve the student in community awareness.

## **Autism & Pervasive Developmental Disorder**

### **Assessment Accommodations**

**To provide accommodations for the students, the teacher may:**

- shorten tasks;
- alter activities so that success is possible;
- highlight text;
- provide choice of activity;
- learn format ahead of time through rehearsal;
- alter question format;
- allow extra time;
- apply learning to real situations;
- provide visual cues as a way to teaching how to summarize/ write;
- provide any required type of augmentative communication the student may normally use to demonstrate learning.

## Autism & Pervasive Developmental Disorder

### Resources

**Listed below are various places you may contact to acquire additional information.**

#### **Autism Society Ontario**

1 Greensboro Drive, Suite 306  
Etobicoke, Ontario M9W 1O8  
Tel No. (416) 246-9592  
Fax No. (416) 246-9417

#### **Council for Exceptional Children Ontario Federation**

2387 Powell Crt  
Burlington, Ontario  
Tel No. (905) 561-8247  
Fax No. (905) 573-2259

#### **Geneva Centre for Autism**

250 Davisville Avenue, Suite 200  
Toronto, Ontario  
Tel No. (416) 322-7877  
Fax No. (416) 322-5894

#### **Giant Steps/Toronto & Montreal**

701 Millway Avenue  
Concord, Ontario  
L4K 3S7  
Tel No. (905) 669-8299  
Fax No. (905) 669-8034

#### **Websites**

##### **Autism Society Information: [www.autism.society.org](http://www.autism.society.org)**

This site provides information on serving the needs of individuals with autism and their families. It provides a posting of pervasive developmental disorders, educational strategies and other related factors.

##### **BC Education: Special Education Branch, <http://www.bced.gov.bc.ca.html>**

This site provides a posting of the Special Education Resource Guide for teaching students with autism and pervasive developmental disorders, prepared by the special Education Branch of the Ministry of Education of British Columbia.

## **Autism & Pervasive Developmental Disorder**

### **Resources**

**Page 76**

---

#### **Snow Resources: <http://snow.utoronto.ca/html>**

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

#### **[www.lovaas.com](http://www.lovaas.com)**

This site provides information on Applied Behaviour Analysis, recent research on Autism and a variety of links to other related websites.

**Special Education Companion:  
Learning Accommodations**

**Giftedness**

# Giftedness

## Characteristics

Page 78

No one child manifests all of the characteristics described below, however the student who is gifted may demonstrate some of them with regularity over a period of time. Giftedness may also appear in conjunction with other educational or emotional needs.

### **Advanced Cognitive Ability:**

- can conceptualize and generalize easily. Processes information quickly;
- has developed all aspects of language at an advanced level (e.g., use of large vocabulary and verbal proficiency);
- takes interest in inductive learning and problem solving ;
- has interest in cause-effect relations and interest in applying concepts and love of truth;
- retains information easily.

### **Intellectual Curiosity:**

- takes pleasure in intellectual activities;
- is curious, and questioning, is intuitive;
- has a wide range of interests;
- has a keen power of observation and a willingness to examine the unusual.

### **Sensitivity and Creativity:**

- possesses strong creative and imaginative ability;
- has a keen sense of humour;
- has the ability to be a fluent, flexible, original and elaborative thinker;
- sees unusual and diverse relationships;
- able to interpret and adapt learning in original and varied ways.

### **Motivation** (may only demonstrate this in an area or areas of particular interest):

- may show above average ability to concentrate, to attend and to retain;
- may be task-committed, goal-oriented and self-directed; may become absorbed in certain topics;
- may work efficiently and usually independently;
- may strive toward perfection.

## Giftedness

### Characteristics

Page 79

#### **Advanced Affective Capacity:**

- is highly motivated by the need for intellectual, social and emotional development ;
- may display unusual sensitivity to the expectations and feelings of others;
- may display evidence of positive self-concept;
- may become passionate about his or her beliefs.

#### **Gifted students may also exhibit:**

- occasional resistance to direction, rejection or omission of detail;
- difficulty in accepting the illogical, or what is perceived as illogical;
- dislike for routine and drill, (i.e., has a need for early mastery of the foundation skills);
- a critical attitude toward others and toward self;
- intense attention that excludes all else;
- preference for individualized work;
- difficulty structuring complex thoughts into a product;
- rejection of the known and a need to invent for oneself;
- sensitivity to criticism and vulnerability to peer group rejection or bullying;
- frustration with inactivity and absence of progress;
- problems in developing social leadership;
- need for help in exploring and developing management and research skills;
- inconsistency between intellectual maturity and social, emotional, and physical development.

# Giftedness

## Underachieving Gifted Students

Page 80

Some gifted students will mask their talents and abilities to gain acceptance or to appear "normal" in the classroom. As well, gifted students with a learning disability may experience difficulty with particular expectations (e.g., written language). Poor self-esteem often inhibits learning and risk-taking. In some instances, compensatory behaviours - acting out, defiance, over-sensitivity, incomplete work, wandering, distractibility, limited participation - may be indicative of motivational or programming issues.

### Characteristics:

- test performance and achievement demonstrates at or below grade provincial standard in basic skill areas;
- daily work is frequently incomplete or poorly done;
- superior comprehension and retention of concepts when interested;
- gap between qualitative level of oral and written work;
- initiates tasks well, yet has trouble following through to completion;
- vitality of imagination, creativity;
- persistent dissatisfaction with work accomplished ;
- may avoid trying new activities to prevent imperfect performance, critical of self;
- shows initiative in pursuing self-selected projects at home;
- has a wide range of interests and possibly special "expertise" in an area of investigation and research;
- exhibits signs of low self-esteem and tends to withdraw or be aggressive in the classroom;
- does not function comfortably or constructively in a group of any size;
- shows acute sensitivity and perceptions related to self and others;
- tends to set unrealistic self-expectations so that goals are set too high or too low;
- dislikes practice work or drill for memorization and mastery;
- easily distracted and unable to focus attention and concentrate efforts on tasks;
- has an indifferent, even negative attitude toward school;
- resists teacher efforts to motivate or discipline behaviour in class;
- has difficulty in peer relationships and so maintains few friendships.

## **Giftedness**

Individuals learn in different ways and at different rates. In order for the student who is gifted to be successful within the context of the curriculum, he/she may require learning accommodations/ modifications to content, process, product and assessment. Varying time, resources and instruction enables programming to be tailored to meet individual needs. The following principles guide program development for gifted students. Teachers may also find information in the Learning Disabilities or Behaviour sections of great value in working with gifted students with dual exceptionalities.

## Giftedness

### **Elements of Program Differentiation are:**

- areas that can be changed - content, process, product, evaluation;
- characteristics of changes - time, expansion of experience, depth of focus, type of content.

### **Principles Guiding Program Development include:**

- match programming to the learning needs of students by building current skills and knowledge;
- involve students in planning, implementing and evaluation of learning experiences;
- relate content to broad-based interdisciplinary issues, problems or themes to allow for in-depth exploration of concepts;
- provide students with opportunities to explore a self-selected topic in-depth, teach skills related to effective independent inquiry;
- give students a chance to develop independent or self-directed problem-solving strategies;
- provide opportunities for open-ended inquiry;
- facilitate students in the development of products which are new for them and/or which challenge existing ideas and which use new techniques, materials and forms;
- incorporate primary and secondary sources of information as well as numerous technologies;
- allow for flexible pacing in keeping with the demonstrated needs and abilities of the student;
- help students develop awareness, understanding and acceptance of oneself and others;
- evaluate student work with techniques which include input by self, peer and teacher.

### **To incorporate student interests:**

- compact area of strength to provide time for independent or group study in an area of interest;
- facilitate interaction with a mentor;
- provide interest development centres, thematic units;
- provide an elective program;
- be flexible in providing time and allowing students to pursue areas of interest;
- facilitate cross-grading or grouping according to interests;
- provide speakers in area of interest;

## Giftedness

### Differentiation & Program Development

Page 83

- provide opportunities for class or group trips;
- develop research skills.

#### To develop leadership skills:

- introduce student to biographies of good leaders to discover good leadership strategies;
- encourage leadership ability in small group situations;
- allow students to organize games or change rules to form new game;
- develop decision-making skills, and problem-solving skills (in the context of a leader) as a leadership tool;
- allow opportunities for student to be leader for younger or less able students (e.g., team leader in a school play day, director of a play for younger students);
- provide opportunity to be a moderator or speaker on a debating team;
- facilitate opportunities to be a student council representative or class president;
- allow students to take responsibility for planning class parties, trips and other events;
- allow students to be class teacher about an area of interest.

#### To accelerate:

- use compacting - covering the regular classroom curriculum in a faster and/or different manner to allow time for enrichment and or advanced subject matter;
- provide subject(s) acceleration - once the expectations for the grade have been demonstrated, allow the student to progress to the next grade.

#### Note:

Opportunities for intellectual peer interaction at a level which stimulates critical thinking and creative ability is very important for students who are gifted. While the various forms of acceleration identified in this section, are useful strategies for some gifted children. Careful consideration must be given to the possible consequences, including social, before using acceleration. Acceleration alone is not a substitute for program modification.

**Advanced Cognitive Ability:** The program should provide opportunities to:

- master basic knowledge and skills;
- develop complex thinking ;
- develop inquiry and problem-solving skills and strategies;
- see relationships and to transfer knowledge and skills;
- develop decision-making skills and strategies;
- broaden experiences.

**Intellectual Curiosity:** The program should provide opportunities to:

## Giftedness

### Differentiation & Program Development

Page 84

---

- question, experiment, and reflect;
- engage in complex and intense thinking;
- interact with experts, peers and professionals.

**Sensitivity and Creativity:** The program should provide opportunities to:

- explore and create;
- work in stimulating and supportive environments;
- identify real problems and to find solutions;
- encourage complex levels of feelings.

**Capacity for Intense Motivation:** The program should provide opportunities to:

- demonstrate skills and knowledge that exceed the grade standard (level 4 achievement);
- pursue areas of personal interest;
- develop personalized strategies for learning;
- become an independent person, an independent learner, and an independent thinker.

**Advanced Affective Capacity:** The program should provide opportunities to:

- feel social acceptance;
- develop a positive self-concept;
- develop a personal values system;
- develop leadership skills.

## **Giftedness**

Individuals learn in different ways and at different rates. In order for the student who is gifted to be successful within the context of the curriculum, he/she may require learning accommodations/ modifications to content, process, product and assessment. Teachers may also find information in the Learning Disabilities or Behaviour sections of great value in working with gifted students with dual exceptionalities.

## Giftedness

### **To provide accommodations for the students, the teacher may:**

- provide opportunities for developing and doing speeches, commercials, radio programs, improvisations, P.A. announcements;
- provide opportunities to be Master of Ceremonies;
- develop discussion skills and allow student to lead the discussions;
- develop debating skills;
- develop story-telling skills - use tapes, videos;
- encourage participation in plays, acting, scripts with videotaping;
- facilitate ability to conduct interviews, surveys;
- involve student in school, area and/or provincial events (e.g., Toastmaster's Club, debating, Science Olympics, Think Bowl).

## Giftedness

### To provide accommodations for the students, the teacher may:

- provide a reading program based on interests (e.g., if interest is space, introduce science fiction; if interest is history, introduce historical novels);
- match reading materials with the student's reading abilities;
- introduce student to a variety of types of reading materials: biography, autobiography, mystery, humour, plays, mythology, science fiction, poetry;
- develop creative and critical thinking skills by using open-ended questions (see Teaching / Learning Strategies Companion);
- facilitate expressive oral reading by taping stories for others (school, community);
- facilitate reading buddy, tutor;
- encourage student to provide book reviews for school newspaper, community newspaper, pamphlets;
- encourage development of ability to critique books by summarizing, analyzing and evaluating;
- provide opportunities to develop speed-reading possibly using “how to books”;
- provide alternate products as responses to reading - (refer to *Multiple Intelligences* by Howard Gardner).

## Giftedness

### **To provide accommodations for the student in writing, the teacher may:**

- provide opportunities to write for a variety of purposes: class play, school newspaper, school pamphlets, advertising, script for video-taping, commercial publication;
- provide more time for in-depth completion of writing project - compacting another subject area may be considered;
- introduce advanced writing skills (e.g., simile, alliteration, flashback, foreshadowing, metaphors);
- where appropriate, compact lessons regarding the mechanics of writing and facilitate learning of advanced editing skills;
- provide opportunities for word processing written submissions and developing desktop publishing skills.

### **To provide accommodations for the students in spelling, the teacher may:**

- pre-test and provide an individualized spelling program based on needs as evidenced in written assignments;
- make use of spelling activities and games (e.g., cryptograms, crossword puzzles, Scrabble, Probe);
- encourage the student to proof-read and edit school or class newspaper;
- facilitate the development and use of a spell checker on the computer;
- teach student to examine and analyze spelling patterns and rules;
- encourage student to generate class spelling lists based on specific rules and patterns.

## **Giftedness**

**To provide accommodations for the student in mathematics, the teacher may:**

- pre-test students and differentiate the program as appropriate;
- ensure a secure working knowledge of basic facts;
- group with other advanced peers for enrichment activities that go beyond the curriculum;
- provide a programmed math program where the student may progress through math skills at his/her own rate (e.g., incorporate work contract);
- provide a challenging math computer program;
- develop a structural sequential approach to problem solving;
- encourage the student to create many ways of solving the same problem;
- encourage the student to create problems for the class to solve, develop and publish a book of mathematical problems;
- facilitate opportunities for advanced problem solving ( e.g., Gauss Math Contest);
- make use of challenging math games;
- provide horizontal enrichment - topics of interest;
- provide opportunities for independent learning in a related area (e.g., computer programming, electronics, economics);
- where appropriate, provide an accelerated math program - advance to next grade;
- develop skills of communication in math (e.g., have student teach a specific math lesson).

## **Giftedness**

### **To provide accommodations for the students, the teacher may:**

- incorporate opportunities for use of higher level thinking skills (Bloom's Taxonomy) in unit development, teach meaning and expectations related to higher order thinking;
- allow time to study curriculum unit in depth or breadth;
- allow student, through independent assignments, to learn and master content at a faster rate (e.g., student may read content material independently and fulfil a certain amount of knowledge then be allowed to study and report on another related topic in breadth and depth);
- ensure skills for the unit of study are covered, then reduce the number of assignments required and encourage an independent in-depth research in an area of interest be done;
- encourage creative reporting;
- encourage development of games (e.g., computer games, board games) related to the content area;
- facilitate and encourage independent study within community in topic of choice;
- provide product alternatives based on Multiple Intelligences.

# Giftedness

## Resources

Page 91

Listed below are various resources, and places you may contact to acquire additional information. By contacting the central office of an organization or association, you will be able to find out whether there is a local office. Very often the associations are able to provide materials, kits, speakers and even workshops for parents and /or students. They can also be helpful in assisting to locate other resources to meet your programming need. The listed titles are provided as a service only to assist you in identifying resources that contain potentially useful ideas. The responsibility to evaluate these resources prior to selection rests with the user.

### Associations

Association for Bright Children of Ontario (ABC), 2 Bloor Street West, Suite 100-156, Toronto, Ontario M4W 2G7; voice mail: (416) 925-6136 (24 hour voice mail)

### Publications

Ontario, Ministry of Education and Training, **Programming for the Gifted**, Toronto: Ministry of Education and Training, Ontario, 1985

### Journals

Gifted Child Quarterly. **National Association for Gifted Children**, 1707 L Street, Suite 550 Washington D.C. 20036

**Roeper Review**. P.O. Box 329, Bloomfield Hills, MI 48303

**Challenge**, Good Apple Publishers. ISSN 1-56417-624-x

### Websites

**Snow Resources:** <http://snow.utoronto.ca/html>

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

**Centre for Gifted Education:** <http://www.ucal.ca/~gifteduc>

This site is the homepage for the Centre for Gifted Education at the University of Calgary. It includes links to associations, programs, courses, and services

**Cyberkids:** <http://www.cyberkids.com>

This site's goal is to promote youth community worldwide, and give students a voice and an interactive place to express their creativity. It includes art, music and stories from children all over the world. Includes a link to Cyberteens which provides the same forum for older children and teens.

## Giftedness

### Resources

Page 92

---

**BC Education: Special Education Branch:**

**<http://www.bced.gov.bc.ca/specialed/gifted/strategies.html>**

This site provides a posting of the Special Education Resource Guide for teaching children who are gifted, prepared by the Special Education Branch of the Ministry of Education of British Columbia.

**Fishnet: <http://www.jayi.com/Open.html>**

This site was designed for bright students in Grades 5 and up. It includes information on independent study opportunities. Also includes a weird fact of the day, an online magazine, discussion groups and interactive games.

**Gifted Resources Home Page: <http://.eskimo.com/~user/kids.html>**

Contains links to many online gifted resources including ERIC resources on gifted education, publications for gifted and talented, mailing lists, conferences and other events, pen pals, enrichment programs, talent searches, Odyssey of the Mind, and links to a number of education resources.

**Special Education Companion:  
Learning Accommodations**

**Developmental Disability**

# Developmental Disability

## Characteristics

Page 94

Students with developmental disabilities may exhibit some or many of the following characteristics; however, they are still a highly heterogeneous group with a wide range of learning strengths, needs and abilities. These students have a wide range of strengths and may reflect only a few of the characteristics described below. Teachers should be aware that only a few of the most appropriate strategies will need to be employed. Some students face, in addition to intellectual handicaps, physical and sensory disabilities that further challenge their ability to learn and to gain control over their environment. It may also be helpful in these cases to refer to the section for *Physical Disabilities*.

### Major Characteristics:

- significant impairment of general cognitive functioning;
- severe delay in academic skills in all areas when compared to skills of chronological peers;
- significant impairment of adaptive functioning ( i.e., in age-appropriate standards of personal independence).

### Observable characteristics may be demonstrated by one or more of the following:

- delay in speech and/or language acquisition, non-verbal;
- delay in gross and/or fine motor co-ordination;
- associated physical/medical conditions;
- requires significant support with personal care skills;
- requires significant support with socially acceptable behaviour;
- short attention and interest span;
- requires help or significant support with changes in routine;
- easily confused with abstract and figurative language;
- interprets language literally;
- requires help or significant support to establish positive self image.

## Developmental Disability

### Learning Accommodations

Page 95

Many students with developmental disabilities benefit from and learn best from being with age peers, but most will have extensive modifications to the regular grade level expectations and in some instances may be using a totally alternative curriculum. Individually modified expectations will be stated in the student's IEP. Wherever possible, programming should be age-appropriate, interactive and functional. Like other students, these students should be given opportunities to develop skills which will prepare them to be productive community members and which will assist them to develop the pre-employment skills they may require.

Teachers should be aware that only a few of the most appropriate strategies will need to be employed. Some students face, in addition to intellectual handicaps, physical and sensory disabilities that further challenge their ability to learn and to gain control over their environment. Teachers may also find the sections on *Physical, Behaviour and Learning Disabilities* helpful in planning for and working with these students.

In addition to these strategies, in many cases, support personnel are also available to support the classroom teacher. Not all students need all types of support, but these human resources may include such people as:

- a resource teacher;
- an educational assistant;
- parental collaboration;
- volunteer assistance.

## Developmental Disability

### Environment

#### **To provide accommodations for the students, the teacher may:**

- provide an encouraging and supportive classroom environment;
- ensure the student feels he or she is a valued member of the class;
- make physical adaptations to each environment (e.g., wheelchair desks, etc.);
- alter physical arrangement to reduce distraction;
- include students in school/community activities;
- use inclusive language and encourage group achievement;
- build classroom community;
- collect and read children's literature that demonstrates and values diversity;
- foster opportunities and provide strategies for the student to make and maintain friendships;
- establish a Circle of Friends;
- teach the student to notice, interpret and appropriately respond to body language;
- facilitate, model and encourage appropriate social skill development (e.g., role play, understanding body language);
- teach the student how to initiate, maintain and conclude conversations;
- encourage students to notice each other's accomplishments;
- encourage independence as much as possible;
- provide opportunities for student choice.

## Developmental Disability

**To provide accommodations for the students, the teacher may**(*see also behaviour section*):

- establish and use consistent classroom routines;
- develop and implement consistent behavioural expectations with natural consequences;
- make the consequences of behaviour known in advance and follow through firmly;
- expect age-appropriate behaviour;
- model the behaviours which are expected; provide opportunities to be part of a class/group which models appropriate behaviour as much as possible;
- maintain as predictable a schedule as possible; and prepare for transitions well in advance;
- provide positive reinforcement whenever possible; praise, approve, encourage, nourish;
- use social stories to assist with elimination of inappropriate behaviours;
- ensure you build support; make sure you have support from home, school, and support staff (e.g., resource teacher, behaviour consultant, psychological services staff, physio and/or occupational therapist).

## Developmental Disability

### **To provide accommodations for the students, the teacher may:**

- consult with appropriate support or itinerant staff for specific accommodations and modifications;
- make use of planning systems such as the McGill Action Planning System (MAPS) to assist in program planning;
- ensure an Individualized Education Plan is developed in collaboration with parents and all those involved with teaching the student, outlining modified expectations and responsibilities;
- arrange a schedule for support staff services;
- make arrangements to accommodate the student's physical and personal care needs (maintaining dignity, privacy, independence);
- maintain communication link with all individuals involved with the student;
- work collaboratively with the home to ensure continuity and reinforcement of expectations;
- make use of peers, volunteers, aides to assist with daily management of routines;
- establish schedules and collaborative working style for other adult support;
- use pictorial schedules to assist with movement to new activities;
- set time limits for task completion (e.g., may use a timer);
- allow extra time to complete tasks.

## Developmental Disability

Motivational

Page 99

---

### **To provide accommodations for the students, the teacher may:**

- use strengths and interests often;
- provide opportunity for the student to select activities related to interest (e.g., offer choices);
- use co-operative learning, peer tutoring and buddy situations to assist with task completion and social skill development,
- focus on the student's abilities versus their disabilities;
- build in opportunities for the student to experience success;
- encourage risk taking;
- provide positive reinforcement for small gains;
- recognize and praise effort and improvement as well as task completion; provide verbal and nonverbal reinforcement;
- provide immediate feedback of correct response;
- reinforce initiation of tasks and activities;
- reward communicative attempts immediately to demonstrate that the message was received;
- incorporate fun activities, whenever possible and use humour in your teaching;
- use games and activities to develop concepts.

## **Developmental Disability**

**Instructional****Page 100**

---

### **To provide accommodations for the students, the teacher may:**

- use a structured and predictable program, where possible;
- link new information to something already known or of interest;
- provide instructional materials that are geared to the student's instructional level but are sensitive to the age level of the student;
- relate material to student's life and real-life situations, (e.g., environmental reading material);
- teach concepts and skills in as many ways and situations as possible;
- make use of a multi-sensory approach to learning new concepts; present information visually using demonstration, pictures, objects, calendars, maps, charts, diagrams, computers, video;
- use multi-level instruction;
- use curriculum overlapping;
- engage attention visually, verbally or physically;
- employ verbal rehearsal and questioning strategies following instructions;
- utilize a task analysis approach to planning and instruction (i.e., break up the task into its smallest, sequential teachable units, establish a baseline of the student's performance of the steps, model the desired performance, coach and reinforce correct responses at each step until each step can be completed successfully);
- provide instructional prompts during the teaching of a task as necessary;
- provide repeated opportunities to practice;
- use drill and repetition when concepts are being taught;
- use technology to assist with concept development;
- use adaptive equipment where necessary;
- enlarge print where necessary.

## Developmental Disability

### Gaining Independence

**Gaining Independence:** (*See also Learning Disabilities section*)

Students with developmental disabilities usually require on-site advocates who facilitate entry, provide staff with sessions on disability awareness and who assist with integration. Eventually, students themselves need to learn how to become independent and make their individual needs clear to others. Like other students, these students should be given opportunities to develop skills which will prepare them to be productive community members and which will assist them to develop the pre-employment skills they may require. Factors which affect this success such as personal hygiene, social interaction, physical stamina, motivation, and task-oriented behaviour need to be consistently addressed throughout the grades as part of the curriculum. Consistent attention given to these areas will assist the student in developing positive behaviours and values needed for community and work situations. Teachers, parents and support staff can work together to foster a positive attitude and the development of these skills.

**To provide accommodations for the student in gaining independence the teacher may:**

- focus on specific expectations that promote independent living;
- work on skills for independent living as part of class activities;
- direct teach daily living skills;
- expect the student to have responsibilities and jobs within the classroom, cooperative work group or school. Give the student responsibilities that are real and valuable. The student should have a role in every group;
- enhance the student's dignity by providing opportunities for choice;
- teach and focus on social skill development for completing the job (e.g., eye contact, cooperation, punctuality, task completion);
- teach and model strategies for the student so they may effectively communicate their strengths and needs;
- encourage all staff and peers to learn and use the student's communication system;
- teach appropriate ways for the student to request assistance and express feelings;
- teach the student the steps for problem solving; model and coach the student to solve problems;
- involve the student in community awareness.

## **Developmental Disability**

### **Skill Specific Accommodations**

**Page 102**

---

Many students with developmental disabilities benefit from and learn best from being with age peers, but most will have extensive modifications to the regular grade level expectations and in some instances may be using a totally alternative curriculum. Individually modified expectations will be stated in the student's IEP. Wherever possible, programming should be age-appropriate, interactive and functional. Like other students, these students should be given opportunities to develop skills which will prepare them to be productive community members and which will assist them to develop the pre-employment skills they may require. Teachers may also find the sections on *Behaviour and Learning Disabilities* helpful in planning for and working with these students.

## **Developmental Disability**

Some students with developmental disabilities will require an individualized communication system. It is important to consider the student's individual needs, the feasibility of classroom implementation and the support that the technology may require in selecting the appropriate communication system for the student. Support services staff such as a speech and language pathologist, resource teacher, or occupational therapist can assist with determining the most appropriate communication system.

### **To provide accommodations for the students, the teacher may:**

- make use of augmentative communication devices and alternate keyboards as appropriate (e.g. , communication boards, pictogram programs such a 'Board Maker', electronic picture communication books with or with out voice output, pointing and typing aids such as headsticks);
- make use of computer technology and assistive devices as appropriate, or as alternative communication tools to help the student participate more effectively in their educational program;
- consider if an alternate keyboard or alternate input devices that are required;
- consider the use of switches for students with severe needs;
- support verbal communication with natural gestures;
- use total communication where appropriate;
- use verbal and nonverbal cues to assist the communicative message to the student (e.g., facial expressions, gesture, picture);
- give only one command at a time;
- use short clear phrases and few complex terms;
- restate key concepts in grammatically simple structures;
- prompt the student before a question is given to allow opportunities for participation in class discussion.

## **Developmental Disability**

### **To provide accommodations for the students, the teacher may:**

- provide many opportunities to develop oral language skills (e.g., retelling stories, relating experiences, interpreting pictures, group discussions/interactions);
- use "wh" questions as prompts to assist the student in relating information orally;
- provide extra time for processing;
- encourage the use of augmentative communication device (consult with support staff);
- assist other students in understanding the student's specific augmentative communication system;
- accept approximations and shape student's vocalizations into work approximations;
- teach appropriate responses for the student to express his or her needs.

## Developmental Disability

### **To provide accommodations for the students, the teacher may:**

- provide direct instruction for areas of reading needs;
- match reading materials to student's sight vocabulary reading level;
- make vocabulary files or banks;
- provide opportunities for alternate modes for information sharing (e.g., videos, plays, tapes);
- read aloud to the students;
- use environmental reading material, where appropriate (e.g., signs, grocery ads, recipes);
- colour code words to assist with recognition;
- use audiotapes for independent reading - short story, chapter, computer software;
- encourage peer tutors to read to students;
- use cue words with pictures and concrete materials.

## **Developmental Disability**

### **To provide accommodations for the students, the teacher may:**

- have the student use a computer for word processing, if appropriate;
- provide opportunities for collaborative writing;
- scribe stories;
- use pictures prior to the writing of a story to assist with organization of thought;
- use social stories to assist with development of thoughts and feelings;
- begin with overprinting of stories and progress to copying of story where appropriate;
- story content should begin with simple frameworks (e.g., the weather, T.V. program);
- colour code words with a highlighter or develop work banks on coloured cue cards;
- provide oral discussion prior to writing;
- provide a visual checklist of each step involved in completing assignment;
- allow students to dictate thoughts to others;
- use a peripheral alternative keyboard for students with limited fine motor ability.

## **Developmental Disability**

### **To provide accommodations for the students, the teacher may:**

- develop the language of mathematics through the use of concrete materials;
- use concrete and/or manipulative materials to teach new concepts;
- make use of computer programs for drill and practice;
- teach and encourage the use of a calculator;
- use colour coding as a method of differentiating math operations;
- use computer software for repetition and rehearsal of skills;
- teach functional mathematics concepts the student will require in daily living.

## **Developmental Disability**

### **Assessment Accommodations**

#### **When assessing student work the teacher may:**

- report student progress on the stated IEP expectations;
- continuously assess the appropriateness of difficulty for each task so that the student is challenged to learn, but does not become frustrated;
- define real measurable goals and a realistic level of expectations. Have the next step ready and aim for it;
- develop daily observation performance checklists;
- use performance-based assessment on an ongoing basis;
- emphasize formative assessment as opposed to summative;
- provide a menu of options for student to demonstrate knowledge and performance;
- keep work samples;
- enlist support from teacher assistant, volunteers or peer tutors to do spot checks;
- use several assessments to establish ability;
- use a variety of strategies to assess progress (e.g., self assessment, demonstrations, video taping, peer assessment, objective observer);
- provide a practice test prior to requiring the student to write a test;
- conduct an oral test;
- read the questions for the student;
- permit open-book tests;
- make use of concept maps or webbing to demonstrate learning;
- permit the use of accommodations (e.g., charts, calculators, counters, manipulatives, picture drawing, computer technology, augmentative communication devices) normally used by the student;
- provide more space to record;
- enlarge the print on the test;
- give student unlimited time or grade only on what the student can finish;
- give shorter tests, covering less material, more frequently;
- revise the IEP expectations as achievement is noted.

## Developmental Disability

### Resources

Page 109

#### Books:

Biklen, Douglas; **Schooling without Labels: Parents, Educators, and Inclusive Education.** Temple University Press, Philadelphia, 1992.

Bunch, Gary; **Inclusion: How To- Essential Classroom Strategies.** Inclusion Press, Toronto, 1999

Thousand, J.S., Villa, Richard, & Nevin, Anne; **Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers,** Paul H. Brookes Publishing Co., Baltimore, 1994.

Villa, Richard and Thousand, Jacqueline; **Creating an Inclusive School. Association for Supervision and Curriculum Development.** Alexandria, VA, 1995.

Stainback, Susan & William Stainback.; **Inclusion: A Guide for Educators.** Paul H. Brookes Publishing Co., Baltimore, 1996

Stainback, Susan & William Stainback; **Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students.** Paul H. Brookes Publishing Co., Baltimore, 1992.

Villa, Richard and Thousand, Jacqueline, Stainback, Susan & William Stainback; **Restructuring for Caring & Effective Education: An Administrative Guide to Creating Heterogeneous Schools.** Paul H. Brookes Publishing Co., Baltimore, 1992.

Porter, Gordon L., and Diane Richler: **Changing Canadian Schools: Perspectives on Disability and Inclusion.** The Roeher Institute, North York, Ontario, 1991.

#### Websites

**Snow Resources:** <http://snow.utoronto.ca/html>

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

**Inclusion Press** <http://inclusion.com>

This site provides a posting of materials; accessible, user-friendly books, videos and resources about full inclusion in school, work, and community. It also offers many links to other sites and resources.

## Developmental Disability

### Resources

Page 110

#### **BC Education: Special Education Branch, <http://www.bced.gov.bc.ca.html>**

This site provides a posting of the Special Education Resource Guide for teaching students with developmental disabilities, prepared by the special Education Branch of the Ministry of Education of British Columbia.

#### **Agencies and Associations**

##### **Ontario Association for Community Living Down Syndrome Association**

240 Duncan Mill Road  
Suite 403  
North York, Ontario  
M3B 1Z4  
416 447-4348  
Fax 416 447-8974

Box 215  
Freelton, Ontario  
L0R 1K0  
905 659-3966

##### **People First of Ontario**

489 College Street  
Suite 308  
Toronto, Ontario  
M6G 1A5  
416 920-9530

##### **Integration Action Group**

P.O. Box 33  
Station D  
Etobicoke, Ontario  
M9A 4X1  
416 362-1267

##### **Coalition for Inclusive Education**

Birchcliffe Crescent  
R.R. #4  
Orillia, Ontario L3V 6H4  
705 329-3316

##### **Council for Children - Individuals with 13**

Exceptional Developmental  
Challenges  
2410 Deer Run Avenue  
L6J 6K9

905 858-2280

**Special Education Companion:  
Learning Accommodations**

**Blind and Low Vision**

## **Blind and Low Vision**

The degree of vision a student has, as assessed by a health professional, will indicate whether the student has low vision or is blind. Students with low vision are able to function with print modifications and low vision devices and may be able to participate in a variety of classroom activities quite capably. Some students diagnosed as legally blind may possess limited vision.

You will be better able to help the student's learning process if you understand the nature and degree of vision the student has and what the educational implications may be for your work together in the classroom. This may involve the support of other professionals, parents and where appropriate the pupil.

## **Blind and Low Vision**

### **Characteristics**

**Page 113**

Blindness is usually defined as:

- having a distance visual acuity of 20/200 or less in the better eye with the best possible correction; (20/200 which means that a child who is legally blind can see at twenty feet, what a person with normal vision can see at a distance of two hundred feet);
- a restriction in visual fields: a student could have 20/20 acuity but a field of vision less than 20 degrees.

Partial sight is usually defined as:

- having a distance visual acuity of 20/70 or less in the better eye with the best possible correction.

Visual impairments are also classified as:

- congenital, which refers to vision loss which is present at birth or;
- adventitious, which refers to vision loss later in life as a result of illness or accident.

The age of onset and level of development before sight loss occurs are critical factors in the student's ability to acquire skills and concepts. Although two students with visual impairment may be assessed as having the same visual acuity, they may each learn and function in very different ways. Vision may actually fluctuate or may be temporarily influenced by such factors as fatigue, light glare, or inappropriate lighting, to name a few.

As vision can be impacted both by the environment and a changing physical condition, regular updating of the pupil's status is a component of the IEP review.

## **Blind and Low Vision**

Students who are blind or who have low vision exhibit learning styles specific to their needs and limitations; cognitive, physical, social-emotional, perceptual and communicative. Incidental learning is more subtle with blind children and not as easily transferable from one situation to another. The student who is blind or who has low vision may need overt instruction and practice to read situational cues. The resource or itinerant teacher for students with visual impairments can assist in making the appropriate accommodations and modifications.

## **Blind and Low Vision**

### **Safety Issues**

**Page 115**

Students who are blind or who have low-vision should be included in the full spectrum of school life, including assemblies, field trips, work experience, and special events. A student with a visual impairment faces extra challenges when getting used to the physical environment of a school. Everything from attending gym class to visiting the washroom can present possible difficulties. Emergency procedures, such as fire drills, can also create a situation requiring special handling. Below are many situations and specific class environments that may be of potential concern. The school based team, the vision resource teacher and the orientation and mobility specialist should discuss safety issues for such students with respect to:

- emergency procedures and fire drills;
- informing the area fire department about the presence of students with mobility impairments in the school;
- class changes and exits (i.e. of the library, washrooms, change rooms and exits);
- "comfort" places in the school;
- location of the school office, phone and speciality areas, such as: gym, science labs, cafeteria and lunch room, playground and outdoor areas, bus stop;

## **Blind and Low Vision**

### **Specialized Materials and Equipment**

**Page 116**

Most students with visual impairments will make use of some form of specialized material and/or equipment. Technological devices, for example, can enable someone to read and write in braille, or they can be used to produce materials in large print or to convert text to speech and/or large print, speech synthesis and large print. A wide range of technology is required to teach to these special needs. Not only is this equipment useful for the student, but it also enables any teacher to convert most learning materials into a format reading accessible by the student.

The teacher of the blind or vision resource teacher can be helpful in providing information about the need to use specialized equipment such as:

- braille-writer, braille display computer system or portable electronic braille notetaker, such as Braille Mate or Type'n Speak or Braille Lite 40;
- enlarged print and graphic materials;
- magnifying devices, used to enhance the size of print on the page and blackboard;
- audio-cassettes, used to provide the student with an alternate learning mode when braille is not available;
- closed circuit TV (CCTV) which electronically enlarges print material on a TV screen. Magnification, contrast and illumination can be adjusted as needed. Various print sizes and handwriting can be seen this way;
- screen reader/speech synthesis software(ASAP for DOS, JAWS for Windows) which will provide students with limited or no reading vision, auditory feedback when using the keyboard as well as auditory access to information displayed on the monitor, such as Doubletalk, Dectalk or Accent speech hardware;
- screen enlarging software, which displays information on a computer screen in a variety of magnifications, such as Zoomtext, MAGic, Mac inLARGE!
- electronic reading systems, which allow printed material to be scanned and through the use of a voice synthesizer, the scanned text to be spoken aloud;
- braille translation and printing software, which allow for the production of braille documents from print or electronic data, such as Duxbury or Mega Dots;
- alternative devices for notetaking such as Braille Lite Refreshable Braille display;
- tilt-top desks and book stands which bring work closer to the eyes for optimum reading angles and lighting;
- enhanced lighting, set up on the student's desk, may need to be provided.

## **Blind and Low Vision**

### **Environmental Accommodations**

**Page 117**

Each student comes to the classroom with different visual abilities and as a result may require lighting that is preferred by him or her. For example, a student living with albinism requires low lighting and a student with retinitis pigmentosa requires bright overhead lights. Children with retinitis pigmentosa have tunnel vision, although their acuity may not be effected. These students would benefit by placement in the middle of the room with ample lighting. Therefore, it is important for the teacher to become familiar with the needs of each student. It is important to work with the vision teacher and multidisciplinary team who are involved with the student to understand the nature of the visual condition.

### **To provide accommodations for the students, the teacher may:**

- encourage good posture and consult with the resource or itinerant teacher for dealing with mannerisms which may be exhibited. A child who is blind or a child with very low vision may exhibit certain mannerisms (fingers in the eyes or eye poking, rocking, unfamiliar movements);
- encourage active involvement in the community through school, club programs, sports, and other group activities facilitates assimilation. Personal and social competence is more important than anything else to achieve better inclusion into the community;
- assure good illumination when the child is required to complete desk activities;
- provide the student with access to a slant top desk or book stand which will help to reduce glare and alleviate any additional fatigue caused by an unnatural sitting position. This will promote good body posture;
- provide additional space for the storage of materials. This space must be accessible to the student at all times. According to the needs of the student, additional devices may be necessary: braille, computer, printer, VersaBraille/Braille and Speak, optacon, tape recorder, large print books, braille books, slate and stylus, abacus, closed circuit television, and talking calculators. Organizing skills are paramount for the student to locate devices as required.

## Blind and Low Vision

### Presentation and Instruction

**To provide accommodations for the students, the teacher may:**

- expect the same standard of work, but the quantity may need to be reduced and/or additional time may need to be provided. Students who are blind or who have low vision often work under a great deal of pressure. Reducing the workload or increasing the time for completion will help to minimize this pressure without compromising the quality of work expected;
- vary periods of close work with periods of physical activity. Allowing the students a short break or change of focus will alleviate any additional eye fatigue that is often encountered as the result of low vision;
- modification to some specific expectations in curriculum areas, (e.g., industrial arts and other activities demanding close eye work and discrimination of fine detail may be required);
- encourage students to utilize the sight they have in order to maximize their total sensory input. The use of remaining sight does not contribute to its degeneration;
- read aloud when writing on the board. This allows the student to use auditory abilities in attending to the classroom activities and promotes further independence in this area. Students with visual impairments miss most visual cues and many written instructions. Talking while you teach and during classroom activities, for example describing non-verbal messages and responses, will assist the student;
- experiment with the size of print, when using the blackboard, colour of chalk for preferable contrast, and the desirable distance between the student's seat and the blackboard. As a cautionary measure, always ask the student questions that will minimize attention drawn to the disability. "Do you prefer this or this ?" rather than, "Can you see this?";
- address students by name so that the student who is visually impaired knows who is being addressed;
- consider making notes for the student in advance and providing the student with a buddy for obtaining blackboard notes;
- always present classroom displays at eye level, this allows for visual efficiency. The more students are encouraged to look, the more they will be able to interpret what they see;
- make use of 'hands-on' materials where possible. Concrete material can assist the student to form relationships between abstract learning and their experiences;
- make use of good quality, non-glare paper. Experiment with a white or yellow background, as well as the width of lines. Felt tip markers are useful as they allow for a greater contrast than pencils;
- provide the vision resource teacher with copies of assignments and handouts that need

## **Blind and Low Vision**

### **Presentation and Instruction**

**Page 119**

---

to be Brailled, converted using software conversion programs, enlarged or taped, well in advance.

## **Blind and Low Vision**

### **To provide accommodations for the students, the teacher may:**

- provide information orally whenever possible. Children with a visual impairment often rely on their auditory abilities to glean important information;
- provide the use of computers and appropriate software (see specialized equipment and materials). This is recommended for most visually impaired students;
- encourage the use of a buddy to assist the student when the reading load is heavy. Both children prepare their assignments independently, but at the same time;
- use a multi media approach. Essay work or student prepared tapes may replace detailed diagrams, drawings or maps;
- students may need books enlarged, taped or brailled. Consult with the vision resource teacher to make these arrangements;
- class handouts and short readings can be brailled or 'enhanced' (e.g., enlarged, darkened) if sufficient time is provided.
- 'talking book' versions of many texts and novels have been professionally taped and may be appropriate for the lesson;
- more time is needed for assigned reading. A tape of the material, particularly for long passages can be helpful;
- bold-lined paper with darkened lines and enlarged spaces for students who have difficulty with regular paper can be used. It can be generated on a computer and is also commercially available. Also, use of a thin black marker or pen will be easier for a student to read his or her own notes.

## **Blind and Low Vision**

### **To provide accommodations for the students, the teacher may:**

- discuss with the vision resource teacher the most appropriate accommodations for assessment situation. In most cases accommodations will be the same as those normally required by the student in the course of daily work.
- provide additional time for tests and assignments;
- adjust the length of tests and the number of written questions testing the same concept;
- make use of verbal tests or provide the student with a reader or a scribe;
- provide test materials in large print, braille or audio tape if required.

## **Blind and Low Vision**

### **Orientation and Mobility**

Orientation and mobility training needs to be an integral part of the individual education plan of every student with severe vision loss. Orientation and mobility (O&M) is the ability to move about safely, and efficiently with as much independence as possible. It is taught by a specially trained orientation and mobility instructor. The more severe the visual impairment, the more O & M will need to be provided. One of the benefits of O & M is that students with a vision loss learn to manage routine changes, to adapt to the school's natural ebb and flow, and to be more attentive to their environment wherever they are. Meeting occasionally with the O & M specialist to reinforce these skills within your classroom will be helpful.

## Blind and Low Vision

### Resources

Page 123

Listed below are various places you may contact to acquire additional information. By contacting the central office of an organization or association you will be able to find out whether there is a local office. Very often the associations are able to provide materials, kits, speakers and even workshops for parents and/or students. They can also be helpful in assisting to locate other resources to meet your programming needs.

#### **Website:**

#### **BC Education: Special Education Branch, <http://www.bced.gov.bc.ca.html>**

This site provides a posting of the Special Education Resource Guide for teaching students with visual impairments, prepared by the special Education Branch of the Ministry of Education of British Columbia.

#### **Snow Resources: <http://snow.utoronto.ca/html>**

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

#### **Provincial Schools:**

- provide educational visual assessments for students integrated into regular school programs in Ontario (registered in School Board).
- provide preschool Resource Services (Blind and Deafblind)

#### **Centre Jules-Léger**

281 Lanark Avenue  
Ottawa, Ontario K1Z 6R8  
Telephone: (613) 761-9300  
Fax: (613) 761-9301  
Resource Services Library

#### **W. Ross Macdonald School**

(Ontario Provincial School for Students who are Visually Impaired and Deafblind)  
350 Brant Avenue  
Brantford, ON N3T 3J9  
Tel: 519-759-0730  
Fax: 519-759-4741

#### **SERVICES/AGENCIES RELATED TO BLINDNESS AND LOW VISION:**

Below is a sample of agencies/organizations for the blind and visually impaired:

## Blind and Low Vision

### Resources

Page 124

Active Living Alliance  
- Physical Education  
(Provides "Moving to Inclusion" manual for Physical Education)  
1101 Prince of Wales Drive  
Suite 230, Ottawa, ON K2C 3W7  
Tel: 1-800-771-0663  
Fax: 613-723-1060  
E-mail:cbourne@rtm.activeliving.ca

Amateur Radio Club  
- Recreation  
Tel: 416-480-7438

American Foundation for the Blind  
- Technical Reviews  
- Rehabilitation Services  
15 West 16th Street,  
New York, New York 1001 U.S.A.  
Tel: 212-502-7600

American Printing House for the Blind  
- Reading Materials  
- Braille Review  
1839 Frankfort Avenue  
P.O. Box 6085  
Tel: 800-223-1839  
Fax: 502-895-1509  
Louisville, Kentucky  
40206-0085 U.S.A.

Assistive Devices Program (Ministry of Health)  
- Low & High Technology Assessments to provide Adaptive Equipment  
5700 Yonge Street  
7th Floor  
North York, ON M2M 4K5  
Tel: 800-268-6021

Association of Universities and Colleges of Canada  
- Scholarships for the Disabled  
350 Albert Street,  
Suite 600

## Blind and Low Vision

### Resources

Ottawa, ON K1R 1B1  
Tel: 613-563-1236 ext. 314

Association for Education and Rehabilitation (AER)  
- Agency for Educators of the Blind/Visually Impaired  
P.O. Box 22397  
Alexandria, VA 22304 U.S.A.  
Tel: 03-823-9690

BALANCE  
- Teach independent living skills  
4920 Dundas Street West  
Suite 302  
Etobicoke, ON M9A 1B7  
Tel:416-236-1796  
Fax:416-236-4280

Canadian Blind Sports Association  
- Sports/Recreation  
1600 James Naismith Drive  
Gloucester, ON K1B 5N4  
Tel: 613-748-5609  
Fax: 613-748-5899

Canadian National Institute for the Blind (National Office)  
- Rehabilitation Services  
- Career Counselling  
- Resource Library  
1929 Bayview Avenue  
Toronto, ON M4G 3E8  
Tel: 416-480-7580  
Fax: 416-480-7677

Canadian Registry of Early Childhood Visual Impairment and Deafblindness  
c/o W. Ross Macdonald School  
- Data collection  
350 Brant Avenue  
Brantford, ON N3T 3J9  
Tel: 519-759-0730 ext. 350  
Fax: 519-759-4741  
E-mail: joyce.nesker-simons@edu.gov.on.ca

## Blind and Low Vision

### Resources

#### Canine Vision Canada

- Guide dogs

P.O. Box 907

Oakville, ON L6J 5E8

Tel: 905-842-2891

#### Children's Psychiatric Research Institute (CPRI)

- Psychiatric Testing for Children

600 Sanitorium Road

London, ON N6H 3W7

Tel: 519-471-2540

#### CNIB Lake Joseph Centre

- Recreation (Camp)

1686 Main Street West

Hamilton, ON L8S 1G4

Tel: 705-375-2630 (summer camp)

Tel: 905-528-8555(winter camp)

Fax: 905-527-9536

#### Glenvale Players

- Recreation

108 - 2908 St. Clair Avenue E.

Toronto, ON M4G 1N7

Tel: 416-288-1225

#### Hospital for Sick Children Eye Clinic

- Medical Research

555 University Avenue

Toronto, ON M5G 1X8

Tel: 416-813-6525

#### Journal of Visual Impairment and Blindness

- Journal for the Blind/Visually Impaired

15 West 16th Street

New York, NY U.S.A.

Tel: 212-620-2150

Fax: 212-727-7418

#### Library Reproduction Services (LRS)

## Blind and Low Vision

### Resources

Page 127

---

- Large Print Books  
14214 South Figueroa St.  
Los Angeles, CA 90061-1034 U.S.A.  
Tel: 310-354-2610  
OR: 1-800-255-5002  
Fax: 310-354-2601

Low Vision Association of Ontario Assessment  
- Guidance  
Tel: 416-921-6609

Toronto District-Wide Vision  
- Educational Services to students in the Toronto area  
550 Finch Avenue West  
North York, ON L2R 1N6  
Tel: 416-395-2145

National Federation of the Blind  
- Support Service  
P.O. Box 5058  
Kelowna, B.C. V1Y 8T9  
Tel: 250-862-3551  
Fax: 250-763-4022

NOAH of Southern Ontario  
- Organization for Albinism  
Tel: 519-745-3058

Ontario Blind Sports Association  
- Sports/Recreation  
1185 Eglinton Avenue East  
Suite 102  
North York, ON M3C 3C6  
Tel: 416-426-7187

Ontario Foundation for Visually Impaired Children (OFVIC)  
- Preschool Services  
P.O. Box 1116  
Postal Station D  
Toronto, ON M6P 3K2  
Tel: 416-767-5977

## Blind and Low Vision

### Resources

Scarborough Low Vision Centre  
- High & Low Tech Assessments  
3030 Lawrence Avenue East  
Suite 106  
Scarborough, ON M1P 2T7  
Tel: 416-438-3525

Seedlings Braille Books for Children  
- Braille books  
Tel: 313-427-8552

The Canadian National Institute for the Blind (Library)  
- Library services  
1929 Bayview Avenue  
Toronto, ON M4G 3E8  
Tel: 416-480-7692  
Fax: 416-480-7700  
Web: [www.cnib.ca](http://www.cnib.ca)

The Lighthouse Inc. (National Centre for Vision and Child Development)  
800 Second Avenue  
New York, NY 10017 U.S.A.  
Tel: 212-808-0077

Toronto Transportation  
- "Beeping" Traffic Signals  
Tel: 416-397-5769

VIEWS for the Visually Impaired  
c/o Ms Judy Chudoba  
Tel: 416-620-1410

Vis-Aids Inc  
Tel: 718-847-4734

Visually Impaired Parents  
Tel: 416-288-1225  
Support Group

Voice Print

## **Blind and Low Vision**

### **Resources**

**Page 129**

---

- Broadcast Service  
150 Laird Drive, Annex Bldg.  
Toronto, On M4G 3V7  
Tel:416-422-4222  
Fax: 416-422-1633

Waterloo Low Vision Clinic  
- High Technology Assessment as well as instruction and/or rehabilitation  
University of Waterloo  
c/o School of Optometry  
Waterloo, Ontario N2L 3G1  
Telephone: 519-888-4708  
Fax: 519-746-2337

# **Special Education Companion: Learning Accommodations**

## **Deafblind**

## **Deafblind**

### **Deafblind**

Deafblindness is a total or partial loss of both vision and hearing, such that neither of these distance senses can be used as the primary means of learning.

## Deafblind

### Characteristics

The child with deafblindness may:

- experience perceptual and motor difficulties;
- lack motivation;
- lack curiosity ;
- lack social and emotional skills to interact with others;
- demonstrate unacceptable social behaviour;
- be unable to establish an emotional bond with others;
- be hyper - or hypo active;
- develop unique learning styles.

Normal milestones of development may not apply.

Developmental delay may occur in the following areas:

- emotional bonding;
- social awareness;
- living skills;
- motor development;
- perceptual development;
- cognitive development;
- orientation and mobility skills.

## Deafblind

### Learning Accommodations

Page 133

An Individual Education Plan (IEP) needs to be designed by a qualified teacher in consultation with a specialist teacher of the deafblind employed by the school board, by The W. Ross Macdonald School (Brantford), or by The Centre Jules-Léger (Ottawa) for francophone students.

The program for pupils with deafblindness shall:

- be supported by the services of an intervenor;
- provide curricula that conform to ministry policy and guidelines and that recognize the identified needs of the pupil involved;
- be supported by the special education services and special materials that these exceptional pupils may require such as individual hearing aids, frequency modulation systems, audiological support, acoustically designed learning areas, tactile maps, raised-line diagrams, auditory tapes, and models (the term "special education services" is defined in the Education Act).

Some areas to consider when designing an IEP for a pupil with deafblindness include:

- establish starting points for the program by assessing the current levels of achievement;
- suit to degree of impairment and level of functioning;
- provide opportunity to explore environment and equipment related to activity;
- provide appropriate adaptive communication;
- give students an accurate understanding of what is required to complete task successfully;
- assist in understanding of how well task was performed;
- provide opportunities for constantly enlarging circle of related experiences;
- refer also to accommodations provided in the sections for Deaf and Hard of Hearing, Blind and Low Vision and the *Gaining Independence* sections for Developmental Disabilities for Learning Disabilities..

## Deafblind

### Resources

Page 134

Listed below are various places you may contact to acquire additional information. By contacting the central office of an organization or association you will be able to find out whether there is a local office. Very often the associations are able to provide materials, kits, speakers and even workshops for parents and/or students. They can also be helpful in assisting to locate other resources to meet your programming needs.

#### Websites:

**BC Education: Special Education Branch, <http://www.bced.gov.bc.ca.html>**

This site provides a posting of the Special Education Resource Guide for teaching students with disabilities, prepared by the special Education Branch of the Ministry of Education of British Columbia.

**Snow Resources: <http://snow.utoronto.ca/html>**

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

#### Provincial Schools:

Provincial Schools Branch  
Ontario Ministry of Education and Training  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
TTY:(905) 878-7195  
Telephone: (905) 878-2851  
Fax: (905) 878-5405

The W. Ross Macdonald School  
350 Brant Avenue  
Brantford, Ontario N3T 3J9  
Telephone: (519) 759-0730  
FAX: (519) 759-4741

#### Canadian Registry of Early Childhood Visual Impairment and Deafblindness

c/o W. Ross Macdonald School

- Data collection

350 Brant Avenue

Brantford, ON N3T 3J9

Tel: 519-759-0730 ext. 350

Fax: 519-759-4741

E-mail: [joyce.nesker-simons@edu.gov.on.ca](mailto:joyce.nesker-simons@edu.gov.on.ca)

## Deafblind

### Resources

Page 135

Centre Jules-Léger  
281 Lanark Avenue  
Ottawa, Ontario K1Z 6R8  
Telephone: (613) 761-9300  
Fax: (613) 761-9301

### **Organizations and Associations:**

Several organizations, agencies and support groups provide information and support to parents and teachers of students with deafblindness . Some of these are:

The Canadian National Institute for the Blind  
Deafblind Programs  
1929 Bayview Avenue  
Toronto, Ontario M4G 3E8  
Telephone:(416) 480-7580

The Canadian Deafblind and Rubella Association (Ontario)  
350 Brant Avenue  
Brantford, Ontario N3T 3J9  
Telephone:(519)754-4394  
Fax: (519)754-0397

Independent Living Residence for the Deafblind in Ontario  
11181 Yonge Street  
Suite 215  
Richmond Hill, Ontario L4S 1L2  
Telephone: (905) 770-4948  
Fax: (905) 770-0598

Group Home for Deafblind Persons  
360 Grey Street  
Brantford, Ontario N3S 7T8  
Telephone:(519) 752-6450

**Special Education Companion:  
Learning Accommodations**

**Physical Disability**

## **Physical Disability**

A wide range of conditions are represented by students with physical disabilities. These conditions generally fall under nervous system disorders, musculoskeletal conditions and/or chronic health conditions. Students with these conditions may experience limitations to their strength, speed, endurance, coordination and dexterity necessary for proper motor function. Some students may have a combination of conditions.

While the degree of the disability varies from student to student, consideration will need to be given to the nature and severity of the condition, and the type and extent of the accommodations required for the student. This may involve the support of other professionals, parents and where appropriate the pupil. These students, like their non-exceptional peers, have combinations of strengths and needs.

# Physical Disability

## Characteristics

Page 138

A wide range of conditions are represented by students with physical disabilities. These conditions generally fall under nervous system disorders, musculoskeletal conditions and/or chronic health conditions. Some students may have a combination of conditions. Since the degree of the disability varies from student to student, consideration will need to be given to the nature and severity of the condition, and the type and extent of the accommodations required for the student. These students, like their non-exceptional peers, have combinations of strengths and needs. While no list is complete, the following conditions and traits may be found in varying degrees:

- nervous system disorders;
- musculoskeletal conditions;
- chronic health conditions.

These conditions may affect the student's:

- strength;
- energy;
- endurance;
- motor functioning;
- balance and coordination;
- reflexes;
- dexterity;
- speech;
- sensation and sensory skills;
- regular attendance at school.

As the student's needs and strengths can be impacted both by the environment and a changing physical condition, regular review of the IEP is recommended.

## **Physical Disability**

### **Learning Accommodations**

It is hoped that the suggestions offered in this section will help facilitate discussion and sharing of important information between the teacher, the support team and the parents, in meeting the individual needs of the student. Individual students have unique needs. It is important to recognize that a team may already have been assisting the student and his or her family in recognizing and implementing solutions that work successfully. These suggested learning accommodations are intended to assist the classroom teacher in beginning to understand the implications for instruction and management. They are meant to be a practical support to be used in conjunction with the IEP and recommendations made by special education and support service personnel, who may assist the student as well as the parent(s).

## **Physical Disability**

### **Safety Issues**

**Page 140**

---

Consideration must be given to physical access to classrooms and various school locations. For the student who uses braces, crutches, canes, prostheses, or a wheelchair or for a student who fatigues easily, consideration must be given to:

- the amount of time provided for class changes and for the scheduling of various activities;
- the distance the student must travel between classes;
- locating classes within a reasonable proximity for the student;
- locating classes with consideration to accessibility;

Some situations require advance planning to avoid potential concerns. The school based team, and support personnel should discuss safety issues for the student with a physical disability, with respect to:

- emergency procedures and fire drills;
- informing the area fire department about the presence of students with mobility impairments in the school;
- manageability and required supports for the student with mobility impairments to ensure safety;
- medical issues which may need specialized attention;
- issues of bullying (sometimes students with disabilities are targets of verbal and physical abuse).

## **Physical Disability**

### **Materials and Equipment**

**Page 141**

---

Students with physical disabilities may need to make use of some form of specialized material and/or equipment. Technology may be helpful to enable such students to participate as much as possible in the regular class programme. Support services staff, such as a speech and language pathologist, resource teacher, occupational or physiotherapist or health support professional, can assist in determining the need for and the most appropriate use of specialized equipment such as:

- electronic reading systems, which allow printed material to be scanned and through the use of a voice synthesizer, the scanned text to be spoken aloud;
- voice amplifiers, calling devices or voice output technologies;
- alternatives to mouse and keyboard input such as scanning keyboards, overlays, single switch access, head mouse, voice recognition, software, peripherals, and the virtual reality mouse;
- alternative devices for notetaking such as the use of a tape recorder, buddy, or scribe;
- tilt-top or raised desks and work areas to accommodate wheelchair access;
- adapted materials such as pencil holders, book holders, page turners;
- larger puzzle and game pieces
- fatter, softer pencils;
- lighttouch rollerball pens;
- easier-to-use scissors;
- placement of classroom materials and supplies to promote independent access i.e. placement of materials that promotes easy reach for the student.

## Physical Disability

### Environmental Accommodations

Consideration should be given to making all parts of the school and school yard accessible for all students. It is important to work with support staff and the multidisciplinary team who are involved with the student to best understand the nature of the physical condition and the necessary accommodations. The following should be considered:

- classroom is accessible to students who use mobility aids (e.g., canes, crutches, walkers and wheelchairs);
- walkways, ramps and door entrance ways that provide that provide barrier-free access to the building and classrooms;
- non-slip hallway floor coverings for students with balance and coordination difficulties;
- hallways that are free of obstacles;
- walkways and entrances are kept snow and ice free for safe entry and exit;
- accessible playgrounds with at least one piece of equipment that is accessible (e.g., a wheelchair);
- adaptations to the physical environment of the classroom. Board support staff (e.g., physical or occupational therapist), should be consulted for individual recommendations;
- location and height of fountains, lockers, light switches, elevator buttons, storage areas;
- depth and pile of carpeted areas that provide ease of movement;
- height of desks and work area tables for wheelchair users;
- placement of furniture to allow students using a wheelchair, crutches or mobility device to move around freely (e.g., placing desks together to make larger aisles);
- access to multiple story buildings;
- accessible washroom facilities and adaptations to washrooms;
- private space for the performance of medical procedures;
- arrangements for field trips that ensure appropriate accommodations provided so the student can participate;
- appropriate assistance with bus entrance and exit must be provided.

## Physical Disability

### Presentation and Instruction

Page 143

For presentation and instruction accommodations: *(See also other exceptionalities for specific Learning Accommodations by Skill Area)*

- orient the student to the school, especially ramps, washrooms and access to elevators;
- work closely with the parents to ensure a consistent approach between the home and school on issues of independence and learning;
- make sure that others in the school are familiar with the student's routines and requirements;
- ensure appropriate seating - this may be near the board, near the front, near the door or at a desk or table suitable for a wheelchair;
- provide more time to complete classwork and assignments;
- expect the same standard of work, but the quantity may need to be reduced. Some students may be working under a great deal of pressure and reducing the workload will help to minimize this pressure without compromising the quality of work expected;
- make arrangements with the student, if necessary, for alternative methods of being recognized other than raising their arm;
- consider alternatives to oral presentations, if needed. Oral presentations may be difficult for students with speech difficulties;
- permit the use of a note-taker, scribe or tape recorder;
- team the student with a peer;
- when appropriate, encourage the use of computers, and other aids to increase speed and to overcome motor difficulties. Refer to support services personnel for assistance.
- assist the student to develop organizational skills by keeping books and materials within easy reach, and by providing organizational strategies;
- accommodate absences from school for medical purposes by providing information and assistance for school liaison teachers and parents.

## **Physical Disability**

### **Assessment Accommodations**

For assessment accommodations:

All or part may be given orally or on tape. Students may record answers to tests or assignments on tape.

- additional time should be allotted for tests if needed ;
- provide test materials in alternate formats, as required by the student;
- modify length of tests and the number of written questions testing the same concept;
- provide accommodations that match those typically used by the student in regular daily learning situations;
- discuss with support personnel and the student the most appropriate accommodations for assessment situations.

# Physical Disability

## Resources

Page 145

Listed below are various places you may contact to acquire additional information. By contacting the central office of an organization or association you will be able to find out whether there is a local office. Very often the associations are able to provide materials, kits, speakers and even workshops for parents and/or students. They can also be helpful in assisting to locate other resources to meet your programming needs.

### Website

Snow Resources: <http://snow.utoronto.ca/html>

The Best Practices section of this site provides current information about strategies, resources, and links to related websites.

### Video

“My disability is not me” Integrating the Student with a Physical Disability into a Community School.

Toronto District School Board, (Formerly The Metropolitan Toronto School Board)  
Educational Services Department  
(416)397-2509 Fax: (416) 397-2640

### Associations and Organizations

Canadian Association of Independent Living Centres  
1004-350 Sparks Street  
Ottawa, On K1R 7S8  
(613) 563-2581

Canadian Paraplegic Association Ontario  
520 Sutherland Drive, Toronto, Ontario, M4G 3V9  
(416) 422-5644, (416) 422-5943 FAX

Disabled Women's Network Ontario (DAWN ONTARIO)  
P.O. Box 781, Station B, Sudbury, Ontario, P3E 4S1  
(705) 671-0825, (705) 671-0829 FAX

Easter Seal Society  
250 Ferrand Drive, Suite 200, Don Mills, Ontario, M3C 3P2  
(416) 421-8377, (416) 422-2261 FAX

Handicapped Action Group Incorporated  
1201 Jasper Drive, Suite A, Thunder Bay, Ontario, P7B 6R2  
(807) 343-0414, (807) 344-6140 FAX

## Physical Disability

### Resources

Page 146

Muscular Dystrophy Association of Canada  
2345 Yonge Street, Suite 900, Toronto, Ontario, M4P 2E5  
(416) 488-0030, (416) 488-7523 FAX

Ontario Association of Children's Rehabilitation Services  
350 Rumsey Road, Toronto, Ontario M4G 1R8  
(416) 424-3864, (416) 467-7083 FAX

Ontario Brain Injury Association  
P.O. Box 2338, St. Catharines, Ontario, L2M 7M7  
1-800-263-5404, 905) 641-8877, (905) 641-0323 FAX

Ontario Division for Physical and Health Disabilities  
George Pigache, President  
785 Trafalger Street, London, Ontario, N5Z 1E6  
(519) 452-2880 (B), (519) 452-2899 FAX

Ontario Federation for Cerebral Palsy  
1630 Lawrence Avenue West, Suite 104  
Toronto, Ontario, M6L 1C5  
(416) 244-9686, (416) 244-6543 FAX

Ontario March of Dimes  
10 Overlea Boulevard, Toronto, Ontario, M4H 1A4  
(416) 425-3463, (416) 425-1920 FAX

Spina Bifida and Hydrocephalus Association of Ontario  
69 Yonge Street, Suite 500, Toronto, Ontario, M5E 1K3  
(416) 214-1056 or 1-800-387-1575, (416) 214-1446 FAX