

DI: Checklist

With specific learning profiles in mind
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ASD

Calendars: visual timetables for day to day and long-term planning.

Teaching = clear & systematic: breaking down tasks into manageable chunks.

Safe Space: an area where a student can have a break/calm down, decompress.

Find the reason for the behavior: usually linked with communication, sensory, social.

Clear targets for learning & production of work, projects, assignments.

Partner with parents: listen to their experiences, set goals together. ASD is 24/7.

Utilize skills & knowledge that student has already mastered to teach/learn new skills.

Share a common profile among teachers who are working with the student.

ASD

Use concrete thinking processes: flowcharts, thinking maps, checklists.

Harness special interests as motivation.

Range of strategies to help understand perspective, intentions of others.

Coaching/investing peers to provide support; specifically during transitions, collaborations.

10 - 15 minutes of individual time for check-in/ coaching by an adult daily.

Weekly journal: allow for building relationship, emotional outlet.

Providing warning of any impending change of routine, or switch of activity.

Closed questioning: Give very clear choices: "Do you want to read or draw?"

<p>Use concrete thinking processes: flowcharts, thinking maps, checklists.</p>	<p>Use mnemonic instruction: memory devices to help remember key concepts.</p>	<p>Use balanced presentations & activities.</p>	<p>Coaching/investing peers to provide support; specifically during transitions, collaborations.</p>
<p>10 - 15 minutes of individual time for check-in/coaching by an adult daily.</p>	<p>Weekly journal: allow for building relationship, emotional outlet.</p>	<p>Providing warning of any impending change of routine, or switch of activity.</p>	<p>Closed questioning: Give very clear choices: "Do you want to read or draw?"</p>

Clarify/simplify written directions & repeat directions.	Maintain daily routines: structures support learning objectives.	Provide a copy of lesson notes.	Provide students with a graphic organizer, like thinking maps and model usage.
Clear targets for learning & production of work, projects, assignments.	Partner with parents: listen to their experiences, set goals together.	Emphasize daily review.	Share a common profile among teachers who are working with the student.

Display works samples: sets expectations clearly.

Use peer-mediated learning.

Use flexible work times.

Provide additional practice: have green folder ready for flow.

ADD

Block out extraneous stimuli.

Use of assistive technology: e-readers, text to speech, speech to text.

Develop reading guides.

Provide a glossary in content areas.

Change response mode.

Provide outline of lesson/unit of study.

Place students close to teacher.

Encourage use of assignment books.

ADD

Have students turn lined paper vertically for math.

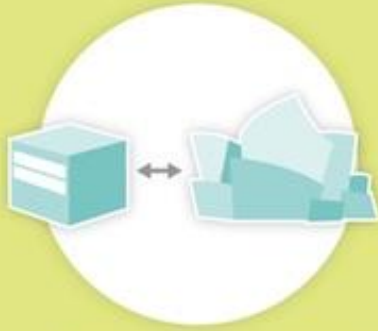
Use cues to denote important items.

Design hierarchical workshops: easiest to more difficult.

Allow use of instructional aids: number strips, calculators.



1. Pairing graphics with words.



2. Linking abstract concepts with concrete representations.



3. Posing probing questions.



4. Repeatedly alternating solved and unsolved problems.



5. Distributing practice.



6. Assessing to boost retention.