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MODULE 1: ENGLISH FOR SPECIFIC PURPOSES (SPECIAL NEEDS AND DISABILITY)

LESSON 7

GENERAL DISABILITY

Phrases and Wordsa	Transcription	Definition	Translate into your own language
special needs	/ 'speʃ(ə)l ni:ds /	the particular needs of people who have physical or mental disabilities	
disable	/dɪs' eɪb(ə)l/	to stop a machine or piece of equipment from working properly	
handicap	/'hændi ,kæp/	a physical or mental injury or illness that is severe and permanent	
mentally disabled	/'mentəli dɪs' eɪb(ə)ld/	a behavioral or mental pattern that causes impairment of personal functioning	
autism	/'ɔ:tɪz(ə)m/	a developmental condition that affects how a person communicates with and relates to other people and how they experience the world around them	
hearing impairment	/'hiəriŋ ɪm' peə(r)mənt /	diminished acuity to sounds which would otherwise be heard normally	
visual impairment	/'vɪʒʊəl ɪm' peə(r)mənt /	Loss of visual acuity and inability of the person to see objects as clearly as a healthy person	
learning disability	/'lɜ:(r)nɪŋ dɪsə' bɪləti /	where a person has difficulty learning in a typical manner	
cognitive disability	/'kɒgnətɪv dɪsə' bɪləti /	person who has greater difficulty with mental tasks than the average person	

intellectual disability	/,ɪntə'lektʃuəl dɪsə'bɪləti /	there are limits to a person's ability to learn at an expected level and function in daily life.	
retard	/rɪ'tɑ:(r)d/	to slow down or delay the development or progress of something	
depression	/dɪ'preʃ(ə)n/	a feeling of being extremely unhappy	

Teaching students with autism: strategies for secondary school teachers

This resource provides an introduction to challenges that students with autism spectrum disorder may encounter in mainstream secondary school settings, and research proven strategies that can be used to support students who may be facing these challenges.

What is autism?

Autism spectrum disorder (ASD) is a neurodevelopmental disorder that can affect an individual's social interaction, behaviour, and communication skills. Individuals with autism may display fixed interests, compulsive and repetitive behaviours, and struggle with unexpected change in routines.

Although these are common traits associated with autism it is important to remember that autism is a spectrum disorder and can therefore affect individuals in very different ways and with varying levels of severity. For a detailed overview of autism spectrum disorder (ASD), see our research guide [*Autism: an overview*](#).

Transition to the secondary school environment

Transitioning from primary school or intermediate to secondary school poses many challenges for students with autism. Some of these challenges come from environmental changes such as being in a new place, the overall size of the school, a possible increase in student population, the need to move from classroom to classroom, and the increased frequency of school bells. Other challenges include the change in the structure for teaching and learning, the emphasis on assessment, and the more general struggles of adolescence.^[1] These challenges are faced by all students regardless of diagnosis, although the impact that these challenges may have on students with autism can be significant as they may not be equipped with the same coping skills as their neurotypical peers.

Sensory needs

It is common for students with autism to experience difficulties in processing and regulating sensory information. Sensory information includes sounds, sights, smells, touch, taste, balance and body awareness (such as temperature). Students may have an under-sensitivity, over-sensitivity, or possibly a mixture of both, to certain sensory information. For example, a student with an over-sensitivity to noise may become unsettled and irritable with the frequency and volume of school bells, or the noise of chatter and movement in the corridors in between classes. In circumstances like this the student may need to wear headphones or earmuffs. If a student has a combination of over-sensitivity to noise and too much movement in their sight, then they may need to leave class five minutes earlier than their peers while wearing headphones. This example is an illustration of the complexity of possible sensory needs in the secondary school environment. Each case will need to be assessed based on individual student needs. Primary school teachers, family members, and specialists will be able to provide helpful information about a student's history with sensory issues.

Transition visits

The unfamiliarity of a new environment and the demand for students to be flexible can be both daunting and overwhelming for students with autism. Where necessary and achievable, transition visits can be used as a tool to help prepare students for their new school. Transition visits should be arranged in consultation with the student, their family, the primary or intermediate school they are coming from and the secondary school they will be attending. If other professionals such as speech language therapists, occupational therapists, RTLBs, or outreach teaching specialists are working with a student, they should also be included in the transition process. Consultation allows for a thorough handover and ensures that relevant information about effective teaching and learning strategies, behaviour, communication, and other additional learning support needs are discussed with all of those concerned.

Buddy systems

Putting a buddy system in place is another strategy that can be used to support students who may be overwhelmed by the changes required to transition to secondary school. A buddy is usually another student who has the same or similar timetable as the student with autism. A buddy can accompany the student from one class to next and demonstrate appropriate responses to situations: for example, when they hear the bell ring, they remind the student with autism of the relevant next steps both verbally and by physically performing the action. Having a buddy can lessen anxiety and the demand placed on the student with autism, and may also assist that student in developing new routines with the overall goal of increasing student independence. Teacher aides or other supporting adults may also be used in a buddy-like capacity, although this will not provide the same opportunities for peer interaction.

There are a number of ways that buddy systems can be introduced: for example, a student may have one buddy that is in all of their classes, alternative buddies for different days of the week, or one buddy for core classes such as Maths, English, and Science, and another for options classes like Food Technology and Visual Art, as shown in the examples below.

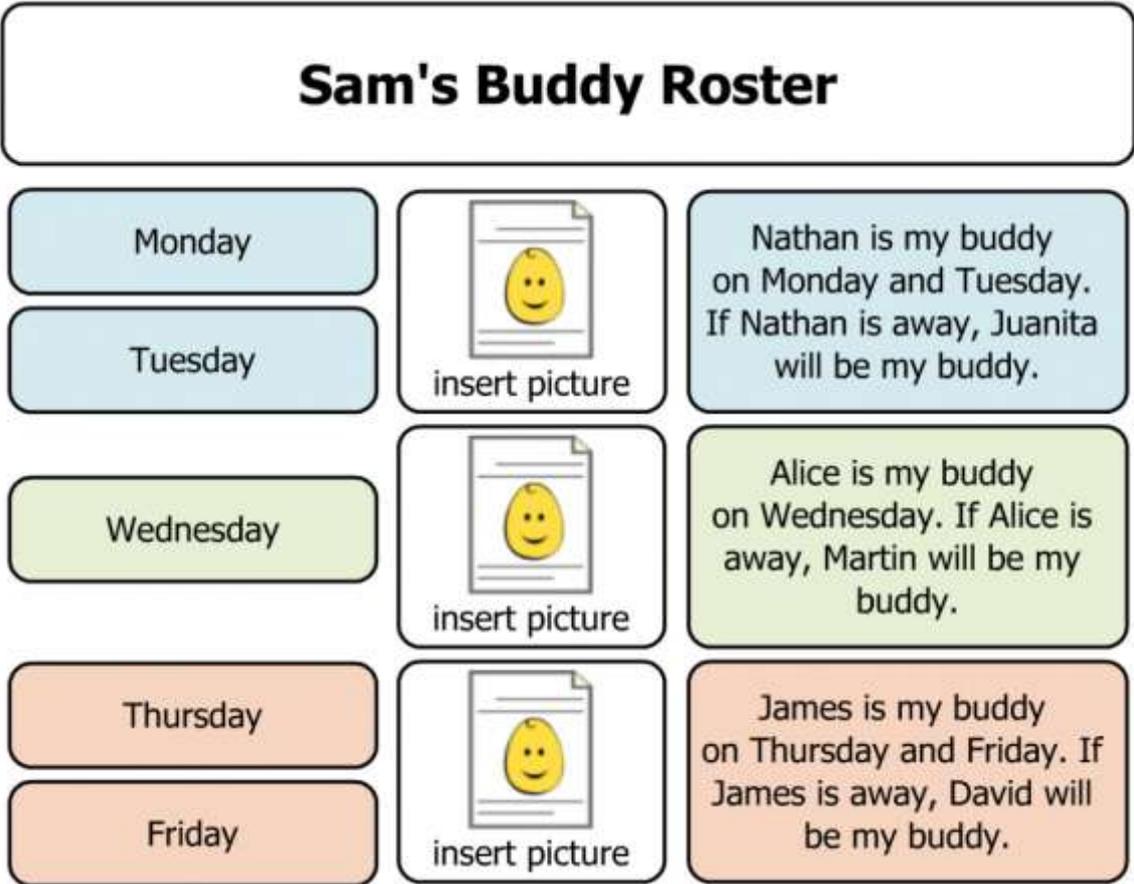


Image 1: An example of a simple rotated buddy system

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Hard Technology Buddy: Cameron	Maths Buddy: Megan	Sports Science Buddy: Chris	Social Studies Buddy: Megan	English Buddy: Megan
Maths Buddy: Megan	Science Buddy: Chris	Science Buddy: Chris	English Buddy: Megan	Science Buddy: Chris
Tutor Group				
Interval				
Physical Education Buddy: James	English Buddy: Megan	Physical Education Buddy: James	Hard Technology Buddy: Cameron	Health Buddy: James
Social Studies Buddy: Megan	Hard Technology Buddy: Cameron	Social Studies Buddy: Megan	Maths Buddy: Megan	Sports Science Buddy: Chris
Lunch				
Sports Science Buddy: Chris	Social Studies Buddy: Megan	English Buddy: Megan	Science Buddy: Chris	Maths Buddy: Megan

Image 2: An example of a subject based buddy system

The amount of time and maintenance required to implement a successful buddy programme will depend on the individual student and their specific needs. When student independence and confidence to follow secondary school routines increases, the buddy system may be adapted to

promote the development of further independence. For example, a student may only have a buddy for the first two periods and be able to manage transitions independently for the rest of the day.

It is important to consider the compatibility of the potential buddy and the student who may require extra support to increase the chances of a successful partnership. It is also important to have a back-up plan in place, just in case a buddy is away. These things can and should be discussed with all of the students involved so that everyone understands the purpose of the buddy system. Regular discussions or reviews can also provide the student with autism with opportunities to practise talking about what they may need, what is working well, or what may not be working for them yet.

Timetables and routines

There are significant differences between daily routines at primary or intermediate schools and secondary schools. In the typical primary or intermediate school, there is a greater level of predictability with majority of teaching and learning taking place in one class with one teacher. At secondary school, students have to adapt to regular changes in routine. These changes include having multiple teachers in multiple classrooms across the school, shifting timetables where they may have some teachers and some subjects one day but not the next, rotating classes (for example, Maths first period Monday but last period on a Wednesday), and timetables that may be rearranged to suit subject rotations.

Timetable coding

Typical timetables can be difficult for some students with autism to interpret as the information is generally presented in plain text. Colour coding and simplification, as shown in the example below, can be used to support a student to process the information presented on their timetable successfully, as visual receptiveness is a common strength of students with autism.

	MON	TUES	WED	THURS	FRI
P1	8:40 am 9TMH Tech GR - T1	8:40 am 9MAT Mat GP - C1	8:40 am 9SPS Sports Science WN - S5	8:40 am 9SOS Social Studies ML - S6	8:40 am 9ENG English WS - B7
P2	9:40 am 9MAT Mat GP - C1	9:40 am 9SCI Sci RK - 37	9:40 am 9SCI Sci RK - 37	9:40 am 9ENG English WS - B7	9:40 am 9SCI Sci RK - 37
TUT	10:40 am TUT BM - C2	10:40 am TUT BM - C2	10:40 am TUT BM - C2	10:40 am TUT BM - C2	10:40 am TUT BM - C2
INT	11:00 am	11:00 am	11:00 am	11:00 am	11:00 am
P3	11:25 am 9PED Physical Ed PW - GYM	11:25 am 9ENG English WS - B7	11:25 am 9PED Physical Ed PW - GYM	11:25 am 9TMH Tech GR - T1	11:25 am 9HED Health Ed BT - B4
P4	12:25 pm 9SOS Social Studies ML - S6	12:25 pm 9TMH Tech GR - T1	12:25 pm 9SOS Social Studies ML - S6	12:25 pm 9MAT Mat GP - C1	12:25 pm 9SPS Sports Science WN - S5
LUN	1:25 pm	1:25 pm	1:25 pm	1:25 pm	1:25 pm
P5	2:10 pm 9SPS Sports Science WN - S5	2:10 pm 9SOS Social Studies ML - S6	2:10 pm 9ENG English WS - B7	2:10 pm 9SCI Sci RK - 37	2:10 pm 9MAT Mat GP - C1
FIN	3:10 pm	3:10 pm	3:10 pm	3:10 pm	3:10 pm

Image 3: An example of a standard secondary school timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40 am	Hard Technology Block T Room 1	Maths Block C Room 1	Sports Science Block S Room 5	Social Studies Block S Room 6	English Block B Room 7
9:40 am	Maths Block C Room 1	Science Science Block Room 37	Science Science Block Room 37	English Block B Room 7	Science Science Block Room 37
10:40 am	Tutor Group Block C Room 2				
11:00 am	Interval				
11:25 am	Physical Education GYM	English Block B Room 7	Physical Education GYM	Hard Technology Block T Room 1	Health Block B Room 4
12:25 pm	Social Studies Block S Room 6	Hard Technology Block T Room 1	Social Studies Block S Room 6	Maths Block C Room 1	Sports Science Block S Room 5
1:25 pm	Lunch				
2:10 pm	Sports Science Block S Room 5	Social Studies Block S Room 6	English Block B Room 7	Science Science Block Room 37	Maths Block C Room 1
3:10 pm	Home				

Image 4: An example of an adapted timetable

Coding timetables by colour, text, or size may be suitable for some students, while others may need picture or symbol references, such as pictures of teachers and a map of the school highlighting specific areas of importance, or daily checklists to process what comes next in their day.

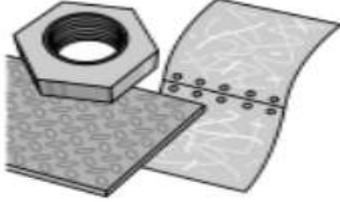
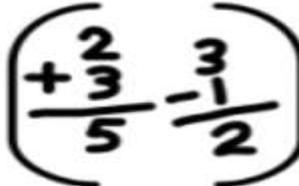
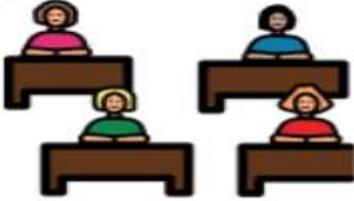
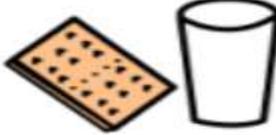
Monday		
8:40 am	 Hard Tech	
9:40 am	 Maths	
10:40 am	 Tutor	
11:00 am	 Interval	

Image 5: An example of a checklist timetable

The best way to present or structure timetable information needs to be based on the specific needs of the student and their individual comprehension abilities.

The structure of teaching and learning

The structure of teaching and learning in secondary school differs greatly from primary or intermediate school and demands a greater level of independence and time management, increasingly complex academic work to process and interpret, and also a greater emphasis on assessment.

Workload and curriculum

The secondary school workload often requires students to manage multiple due dates for assignment work across multiple subjects, an increased pace of work, and a higher level of thinking. Some students may struggle with these changes and therefore require a less rigorous and differentiated learning programme while others may be able to cope if given the appropriate support.^[2]

Break and help cards

A break card is quite literally a card that a student can use when he/she feels that they need a break from the current environment or learning activity. It is important to monitor the use of a break card to ensure that it is being used for the right reasons, such as having a few minutes of fresh air to calm anxiety, and not to avoid a learning task.

A help card can be used for students who have difficulty signalling that they need assistance with work or are struggling with a particular part of the intended learning activity. Both of these cards require the student to initiate the communication by either handing the card to the teacher or holding it up. If this is too difficult for the student to manage, the teacher and student may have an arrangement that the student will place the card on the desk in front of them.



Image 6: An example of different kinds of break cards



Image 7: An example of different kinds of help cards

As shown in the example above, these cards can look different based on the needs of the student. Each subject teacher would need to know the meaning if discrete colour cards were used, such as red for break and yellow for help.

Individual education plans

Individual education plans or IEPs are a requirement for students who receive ongoing resourcing scheme (ORS) funding. IEPs are created in collaboration between teachers, the student, their family, and other professionals who may work with that student. These plans may include learning goals and support that cover all curriculum areas, as shown in the example below.

Individual Education Plan					
Curriculum Area	Personal Learning Support				
English	<ul style="list-style-type: none"> Consider a reader/writer for class assessments. Introduce "Break" cards for when the class environment becomes overwhelming. Provide written examples and sheets to help Sam revise content in his own time. Sam will take photos of the whiteboard at the end of the lesson. 				
Maths	<ul style="list-style-type: none"> Sam would like to be able to bring the class text book home as this is favorite subject. He understands this is against school policy. Sam's parents will purchase a copy for home (teacher to send link). 				
Social Studies	<ul style="list-style-type: none"> Consider a reader/writer for class assessments. Let Sam keep the same desk when seating plan changes. 				
Physical Education	<ul style="list-style-type: none"> Prepare Sam for group sports by telling him in advance. Introduce "Break" cards for when the class environment becomes overwhelming. Teacher will be mindful of the peers he places Sam with for group work. 				
Health	<ul style="list-style-type: none"> Sam will participate in the junior social skills group. 				
Science	<ul style="list-style-type: none"> Allow Sam to wear earmuffs if class becomes too noisy. Sam feels the pace of the class is too fast and he can't keep up. Teacher will create printouts for each lesson to support Sam's learning. 				
Sports Science	<ul style="list-style-type: none"> Consider a reader/writer for class assessments. 				
Hard Technology	<ul style="list-style-type: none"> Sam will work on his toy project at lunch times so that there is less noise. 				
Key Competencies and Communication	<ul style="list-style-type: none"> Create a buddy system and accompanying roster to support Sam's transitions from class to class. Communication cards will be used in class by Sam. 				
<table border="1"> <thead> <tr> <th colspan="2">Therapy Support</th> </tr> </thead> <tbody> <tr> <td> <u>Occupational Therapy</u> OT will consult with SENCO to support Physical education and health goals. </td> <td> <u>Speech Language Therapy -</u> SLT will liaise with family, audiology services and MOE to apply for a microphone and recording system for teachers to wear </td> </tr> </tbody> </table>		Therapy Support		<u>Occupational Therapy</u> OT will consult with SENCO to support Physical education and health goals.	<u>Speech Language Therapy -</u> SLT will liaise with family, audiology services and MOE to apply for a microphone and recording system for teachers to wear
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Image 8: An example of a support focused IEP

Although IEPs are not a requirement for students who do not receive ORS funding, they can be a helpful way to set individual learning goals and/or support so that a student is able to access the curriculum at a level that is suitable for their specific cognitive abilities.

Assessment

As qualifications such as the national certificate of educational achievement (NCEA) are offered in senior secondary school (years 11 to 13), assessment has a large bearing on how teaching and learning is structured. NZQA has specific guidelines^[3] for special assessment conditions (SAC) which cover additional time and environmental needs, reader/writer assistance, and the use of technology. These conditions apply to students for internal and external assessments, although schools must make an application, with supporting evidence, to NZQA for a student to be granted SAC.

In the year levels preceding assessment for qualifications like NCEA or Cambridge, schools are able to decide assessment conditions for students. It is important to consider being consistent

with SAC to best prepare students for assessment conditions they may encounter in assessments for qualifications.

Structured teaching approaches

Research suggests that the physical environment and the use of visual supports are the two key elements that need to be considered by teachers when thinking about how best to support students with autism. This is because clarity and predictability can support students with autism to understand the way the learning environment works, and what they need to do when they are in that environment.

The physical environment

When considering the physical environment, some teachers and some subject areas will have more autonomy over how their teaching environments are organised. For example, an English classroom with desks or tables chairs can be rearranged in ways that a hard materials classroom with workbenches and heavy machinery cannot. In the secondary school environment, there are some standard considerations that can be made, such as clearly labelling specialist equipment so that students know where resources are kept, having set seating plans to provide the student with stability knowing ‘their desk’ will always be available, and removing clutter or unnecessary furniture so that the student doesn’t feel overcrowded. Some students may prefer not to sit in areas where there is high foot traffic, such as near the door with people coming in and out during the lesson, or by a large window if another class is playing sports outside. The best way to decide where a student may like to sit, and even who they may or may not like to sit with, is by asking them directly.

Visual supports

The break and help communication cards and colour coded timetable shown earlier in this resource are some examples of visual supports. Another way that visual supports can be implemented into the secondary school environment is through the structuring of learning activities. For example, a teacher that usually gives instructions for work verbally may create a printed resource that breaks the work task down into a step by step process. The instructions may be given to the student in printed form one step at a time or all at once depending on the student’s ability to process information. Colour coding and obvious differences in text size may also be used to give the written information a clear hierarchy. If necessary, images and/or symbols may also be used to give the student prompts for interpreting text-based instructions.

Social and emotional skills

It is common for students with autism to struggle with aspects of social interaction such as forming and maintaining friendships, reading social situations and knowing the appropriate responses, and fundamental communication tools such as recognising what messages another’s body language and tone of voice may be portraying. For these reasons, some students with autism may struggle to navigate social situations, understand social boundaries and interpret sarcasm, and may misread subtle nuances in social interactions.[\[4\]](#)

These social difficulties can make students with autism vulnerable and easily misunderstood by their neurotypical peers. Therefore, it is important to ensure that teachers, professionals, and

other students are educated about autism spectrum disorders and individual students' specific social and emotional needs. This should be done in a gentle manner with the aim of developing a network of support that does not exclude or alienate the student with autism.

Social skills groups

In a school where there are multiple students with autism who may be experiencing social difficulties, a social skills group may be set up to support and educate those students. Social skills groups involve bringing students together in a safe environment where they can discuss and develop skills that reflect appropriate social behaviour. Social skills groups can be flexible or highly structured, depending on the students involved. In a structured group, there may be a specific focus for each meeting which could include things like making choices, managing emotions, understanding the emotions of others, or appropriate classroom behaviour. These groups don't have to be exclusively for students with autism, and may also include other students who have a similar level of social ability and may benefit from participating in a social skills group.

Social stories

Social stories are one strategy that can be used to support students with autism to better understand social situations.^[5] Social stories model appropriate behaviour and responses for social situations. Research suggests that three types of sentences should be used in social stories: *descriptive sentences* that state what, where, and why, *directive sentences* that frame the desired response, and *perspective sentences* that describe the emotions and responses of others associated with the social situation. These sentences are shown in the example below.

School Swimming Sports

School swimming sports day is this Thursday.

I will go to tutor group first period.

During tutor group, I will let my teacher know what races I want to enter.

Our class will walk to the school swimming pool at 9:40 am.

During the swimming races people will cheer in excitement for each other.

If it is too noisy I can put my earmuffs on.

I can support other students by cheering for them and congratulating them after races.

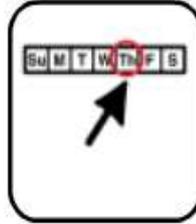
Supporting others is good sportsmanship and will make them feel good.

Image 9: An example of a plain text social story

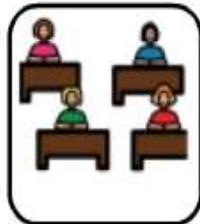
School Swimming Sports



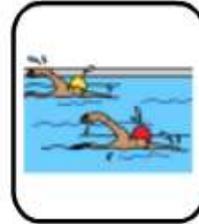
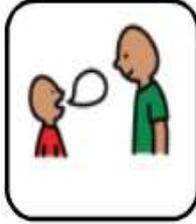
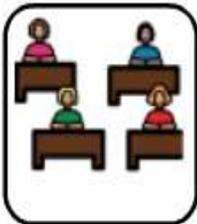
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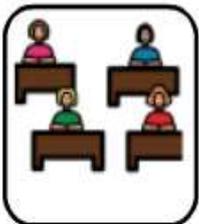
School swimming sports day is this Thursday.



I will go to tutor group first period.



During tutor group, I will let my teacher know what races I want to enter.



9:40 am

Our class will walk to the school swimming pool together at 9:40 am.

Image 10: An example of a social story with symbols.

For secondary school aged students, it is not always necessary to illustrate the social story with symbols, however this should be decided based on an individual student's ability to process ideas conveyed in written text.

This resource provides strategies and information for working with students with autism in secondary school settings. The strategies and information discussed in this resource are intended to provide a starting point for teachers and highlight important things to consider when working with students with autism. All students with autism have individual learning needs, which means that strategies will need to be adapted to suit the needs of each target student.

10 Tips to Get Your Autistic Child to Talk

At What Age Do Autistic Children Start Talking?

While some parents wonder why their two-year-old child has still not started speaking, there are other parents who are still waiting for their 6-year-old child to say his first words. There is no age for learning but it's normal for parents to worry about when their child will talk. Reports show that autistic children mostly start learning from the age of 6 and older.

How Can You Help Your Autistic Child Speak?

If you're wondering, "Will my autistic child ever be able to speak?", we bring you the best ways that can help your child speed up the process:

1. Increase Social Interaction

It is said that children learn and adapt to their surroundings, hence the first and foremost thing to do is to not let him feel that he can't do things like normal children. Take him to parks and increase his social interaction, since the more he'll see people talking, the more he'll be tempted to do the same.

2. Take His Interest Into Consideration

When you focus on what he likes and things of his interest, you'll notice him being attentive and listening to you. You can begin by giving your child his favourite toy and making him play with it daily. Once your child is used to playing with the toy, all you need to do is keep that toy at a distance from him, someplace where he can't reach it easily. When your child asks for the toy with gestures, hand it over to him in the beginning but as the days progress, make it seem as if you can't understand his actions. This will persuade him to speak to get what he wants.

3. Use Simple Language

The easier the language, the better your child will be able to grasp words. Using simple and small words and avoiding complicated ones would make it easier for him. This will enable your child to quickly grasp the language and reciprocate through words.

4. Utilize Non-verbal Communication

Non-verbal communication lays the foundation for verbal communication. Mimicking your child's gestures and all the things he does, nodding your head while saying yes, and so on make it easier for him to learn better and quicker. The easier the gestures and nonverbal communication, the easier it is for your child to understand and adapt better communication skills for the future.

5. Attach Labels to Things and Feelings

Let your child know the names of things and feelings. The best way is to teach him is to keep it subtle, for example, if he is going towards the fridge, tell him that he's doing it because he's hungry or thirsty. This will enable him to learn the names of the things around him, and attach names to different emotions.

6. Use Technological Aids

New technologies and visual support not only make it easier for you to teach your autistic child to talk, but also make it easier for him to understand better and in a fun way. There are several apps and games that make learning fun and easy and have been specially designed for autistic children.

7. Join a Parent Special Education Group

Google has a lot of ways you can teach your autistic toddler to talk, but it would also do good to join a parent or school education group. Here, you'll get to interact with parents who're facing the same issue and might also find better ways to raise an autistic child.

8. Make Eye Contact

You may find it frustrating that your child never makes eye contact with any person who's talking to him. He tends to avoid it since it scares him. For helping him make eye contact, you can start by putting funny stickers on your forehead for your child to look at. This will help him get used to making eye contact and also remind him to look at people's faces.

9. Give Him Space

The best way of learning is self-learning. It's important for your child to analyze and understand the situation well which will only happen when you give him some personal space. Taking out a lot of time may be an issue for you, but let your child learn at his own pace. Don't force him to do things and just have patience and trust.

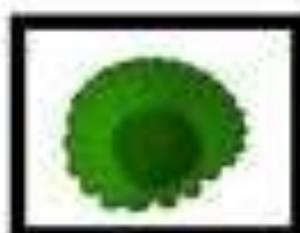
10. Have Faith in Him

The best thing you can do for your autistic child is to support him through thick and thin and make him realize that you're with him always. Don't put yourself under pressure as it could make him feel pressurised too. Keep the home atmosphere positive and healthy for learning and growth. Let not any negativity affect your child.

What do you eat with?



What do you drink with?



What do you clean with?



I have Sensory Processing Disorder

I'm overly sensitive to loud sounds.

I hate having my hair brushed, washed or cut.

I have trouble focusing/ concentrating.

I hate being tickled or cuddled

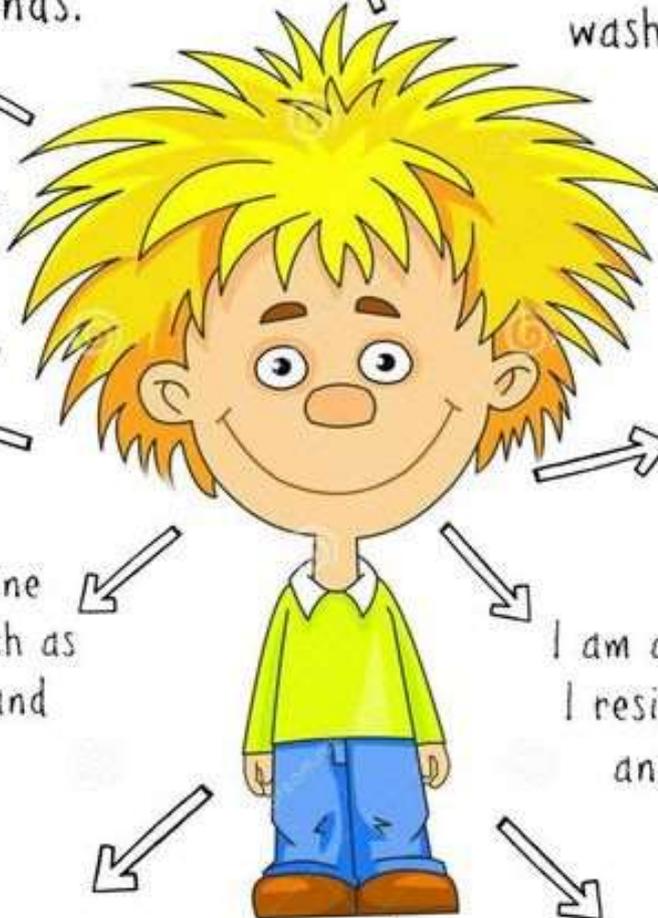
I have poor fine motor skills, such as handwriting, and cutting

I am a picky eater; I resist new foods and textures

I have poor gross motor skills such as running or riding a bike.

I chew on everything.

I seem to be unaware of normal touch and pain. I often feel others too soft or too hard.



BEHIND
THIS



MIGHT
BE



What is a disability?

A disability is a physical or mental condition that changes the way some people learn and do things. Someone with a disability may have difficulties with reading, hearing, seeing, talking, writing, or even with walking.



About 57 MILLION people have a disability.

That is about 1 out of every 5 people.

A **physical disability** is something that affects a person's movement of their body parts like their arms, back, hands, and legs. A **mental disability** is something that affects the brain. Someone with a mental disability will probably learn differently than someone who doesn't have one.

Some people are born with their disability while others get them from sickness, old age, or an accident. **Anyone** can have a disability and a disability can occur at any point in a person's life. Some disabilities are hereditary, meaning they are passed on from their parents. When a baby is being formed inside its mother's stomach it has genes from both its mother and father helping it form. If either one of its parents is a carrier for a certain disability it could be in their genes and be passed on to their baby.



Do you have a disability? _____



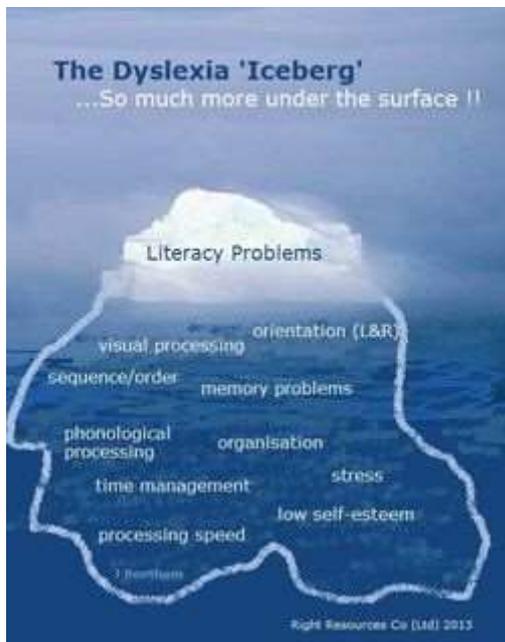
What is the name of your disability? _____

What part of your body does your disability affect? _____

There are thousands of different types of disabilities. Let's make a list of as many disabilities as we can. Talk about how each one affects the person who has it.

Do not underestimate yourself by comparing yourself with others. It's our differences that make us unique and beautiful! - Robert Tew

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DISABILITY AWARENESS DAY

VISION IMPAIRMENT	HEARING IMPAIRMENT
<p>Blurred Discover nearsightedness</p> <p>Braille It Write & read Braille</p> <p>Blind Drawing Draw a picture blindfolded</p>	<p>Sign 4 Me Communicate using only signs</p> <p>Say What? Try out lip reading</p> <p>I Can't Hear You Cotton ball conversations</p>
PHYSICAL IMPAIRMENT	INTELLECTUAL DISABILITY
<p>Limbs Experience what it's like to have an upper & lower physical impairment</p> <p>Fine Motor Complete activities wearing gloves or socks</p>	<p>Jibberish Take a German test</p> <p>Show Me Communicate using actions</p> <p>F's Test Test your awareness</p>
AUTISM/COMMUNICATION IMPAIRMENT	LEARNING DISABILITY
<p>Picture This Use a picture communication system</p> <p>Static Focus with background noise</p> <p>Grit It's all sandpaper</p>	<p>Brain Scatter Experience a learning disability</p> <p>Mixed Up Discover how it feels to be dyslexic</p>



Famous dyslexics

If you're child has dyslexia, do not despair as here are some dyslexics who have managed to overcome the odds and succeed in life.

* Thomas Edison

* Henry Ford

* Muhammad Ali

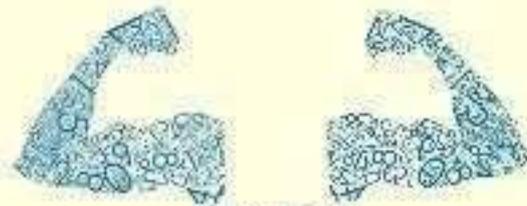
* Richard Branson

* Patrick Dempsey

* Jamie Oliver



DYSLEXIC STRENGTHS

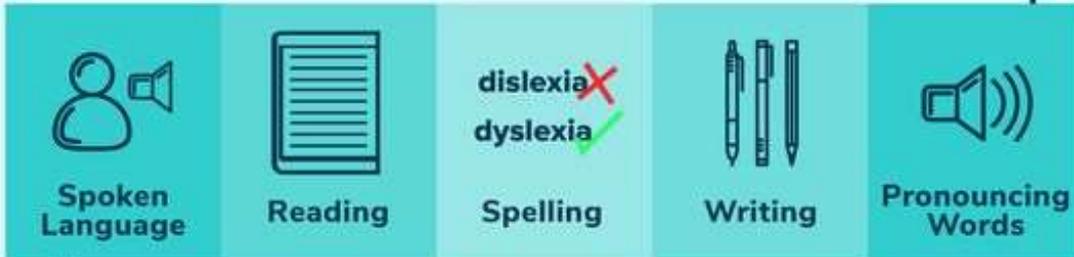


Creative
Intuitive
Persistent
Empathetic
Critical thinkers
Big picture thinkers
Strong reasoning skills
Excellent at solving puzzles
Excelled oral comprehension

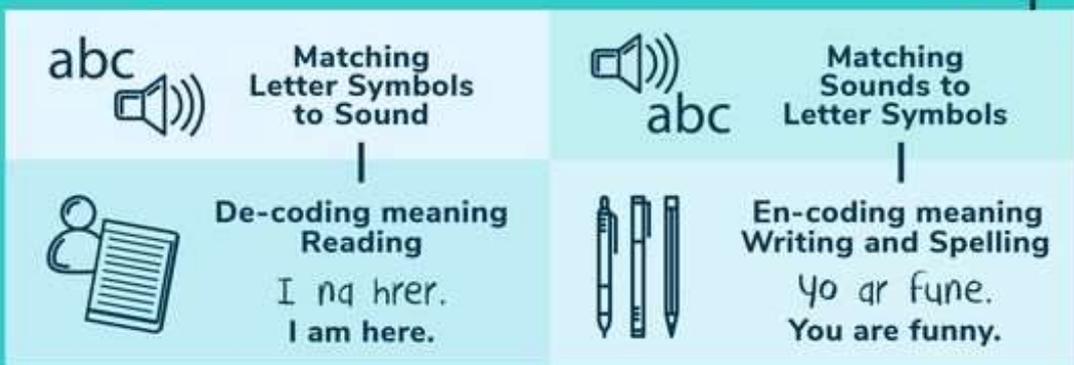


What is Dyslexia?

A language-based disability



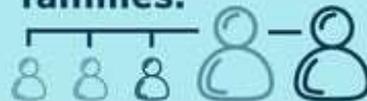
Main Challenges



How many?



Dyslexia runs in families:



Dyslexia is a spectrum disorder.

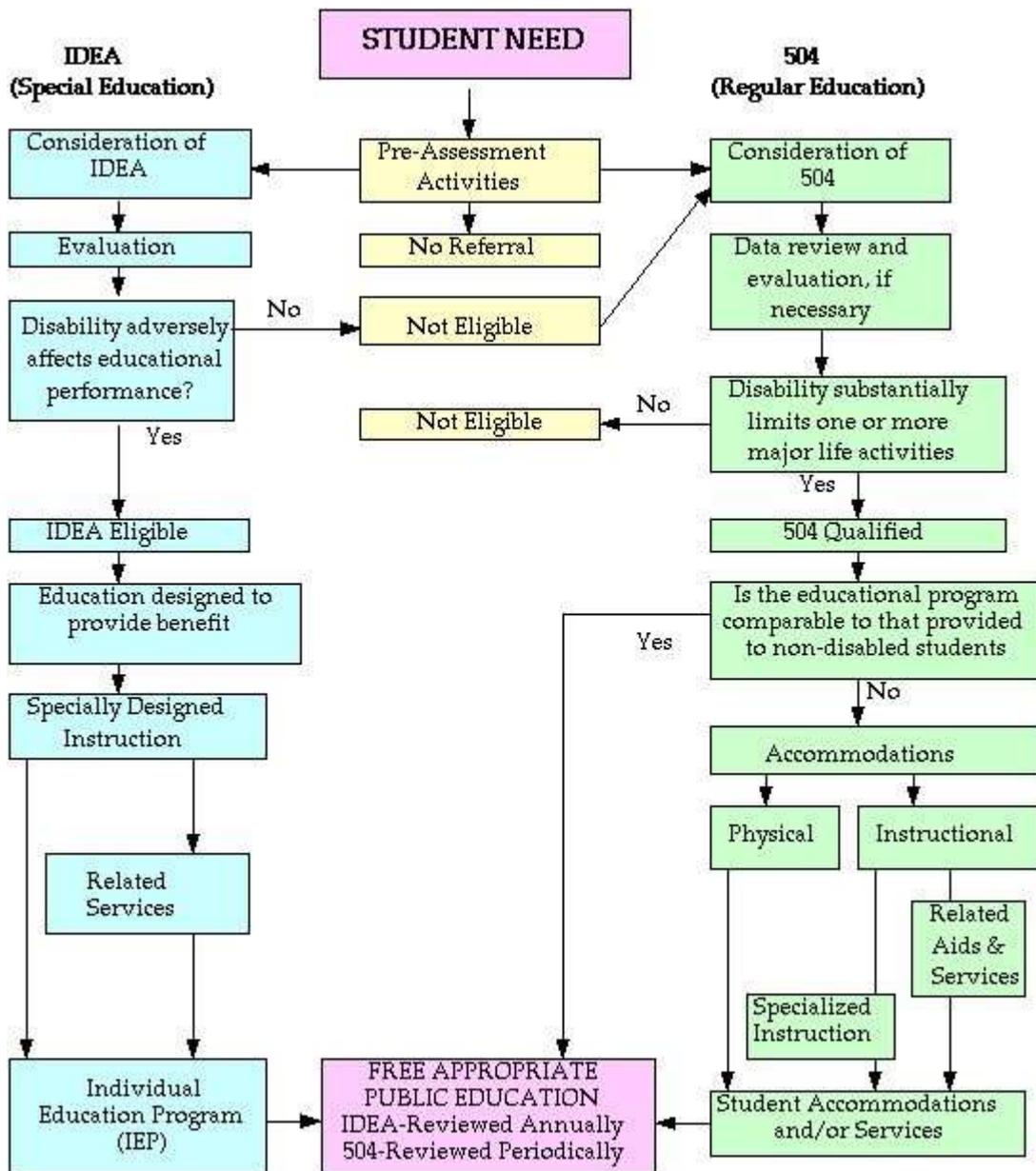
Mild

Moderate

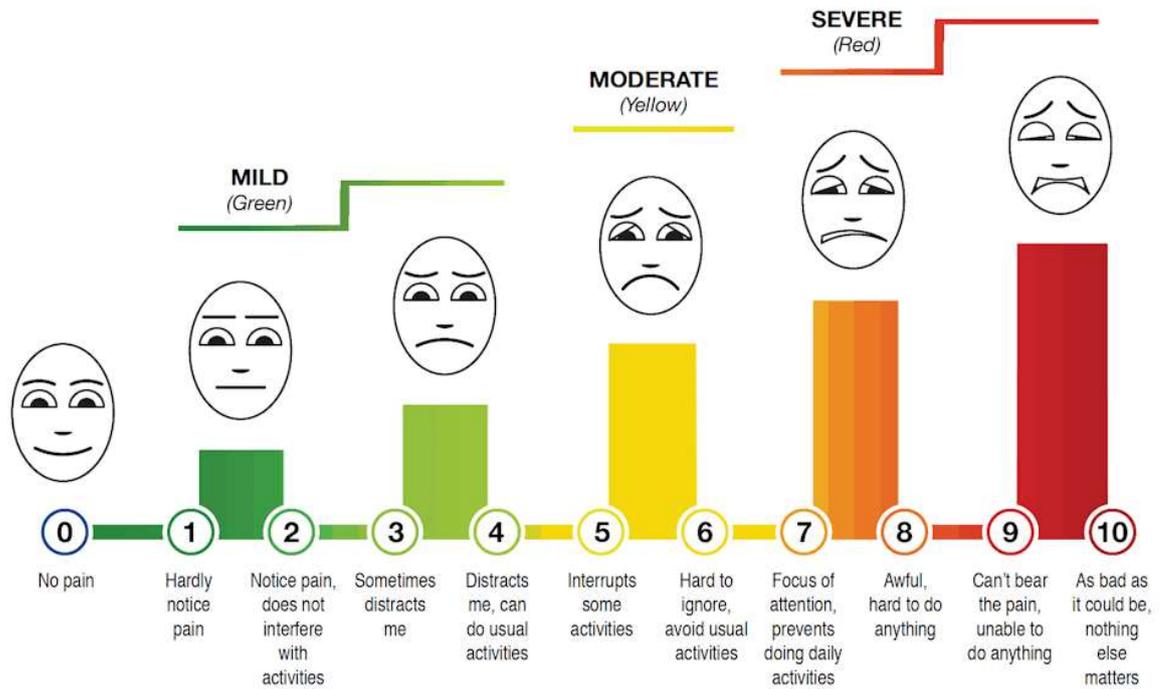
Severe



Free books at www.bookbotkids.com



Defense and Veterans Pain Rating Scale



DYSLEXIA 411

October is dyslexia awareness month

#DYSLEXIA411 No. 8

Signs of dyslexia in teens and young adults

Childhood history of reading and spelling troubles

Avoids reading for pleasure and out loud

Critical of own intelligence. May call self dumb, in spite of decent or good grades.

Has challenges with executive functioning skills/tasks

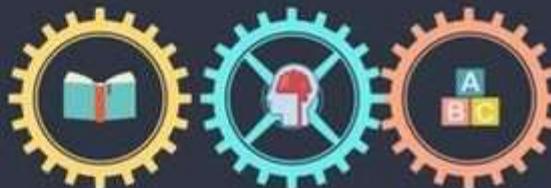
Difficulty retrieving words when speaking and confuses words or names that sound similar

Finds multiple choice and standardized tests difficult or overwhelming

Writing output doesn't match obvious intelligence

Easily frustrated or confused

greengrassandlollipops.com



7 Common Myths About Dyslexia

Myth #1 Reading and writing letters backwards is the main sign of dyslexia.

Myth #2 Dyslexia doesn't show up until elementary school.

Myth #3 Kids with dyslexia just need to try harder to read.

Myth #4 Dyslexia goes away once kids learn to read.

Myth #5 Dyslexia is a vision problem.

Myth #6 Kids who don't speak English can't have dyslexia.

Myth #7 Dyslexia is caused by not reading enough at home.

Dyslexia

IN THE GENERAL CLASSROOM

Knowledge



Use Strengths



Visuals Handouts



Time & Work Load



Allow More Time



Reduce Work Load

Learn



Try Audio Learning



Direct Experience

Simplify



Teach in Small Bits



Use Direct Language

Technology



Laptop



Apps Recorders Note-Taker



Spell Check Grammar Check

Dyslexia-Friendly



Encourage



Don't Over-Correct



Quiet Area

Dyslexic people are over-represented in engineering, art & design, and entrepreneurship!



10 Warning Signs of Dyslexia



1 Reads words in the wrong order.

6 Misspells many common words like *said, there, and does*.

2 Recognizes a word on one page but not on the next page.

7 Difficulty remembering the entire alphabet.

3 Loses place on the page, skips lines, or rereads lines.

8 Difficulty following spoken instructions.

4 Inserts or deletes letters in a word when spelling.

9 Writes slowly and laboriously.

5 Has difficulty copying words from another paper or the board.

10 Confuses letters with a similar shape, such as *b* and *d*.

Find a Complete Dyslexia Screening Checklist Here:
info.allaboutlearningpress.com/symptoms-of-dyslexia-checklist

 blog.AllAboutLearningPress.com

PARENTS OF DYSLEXICS:

It's Okay To Be Demanding

1

Parents should be aggressive in helping or seeking help for their dyslexic child.

2

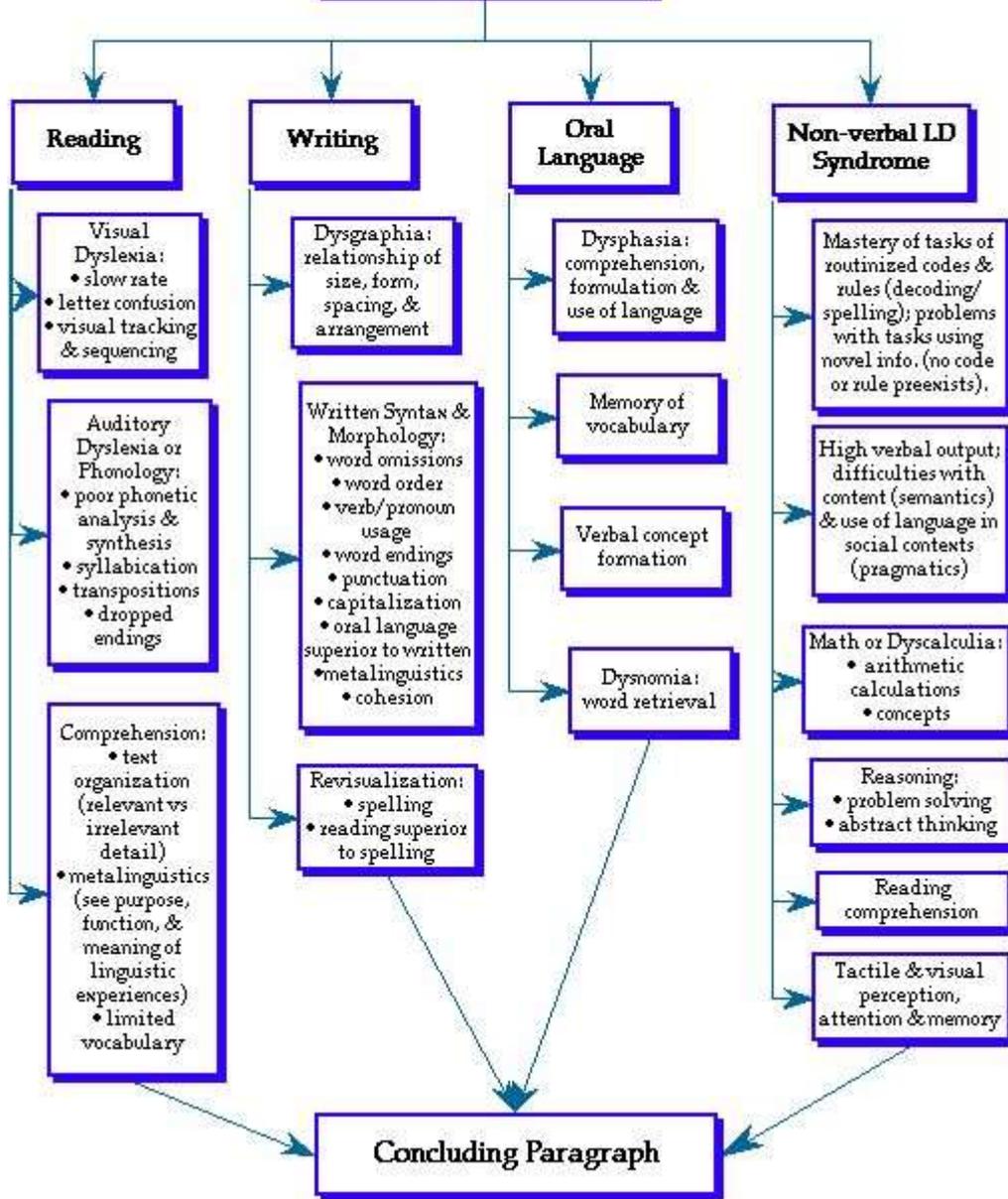
Being obsessive or demanding in supporting your dyslexic child will give them the best opportunity for their education and future.

3

Prioritize your child's future over the approval of people in school or in your community.



**Types of Learning Disabilities:
Introduction to How Problems May Manifest for the Student**



Do I Have Executive Functioning Disorder?

Explaining Myths & Symptoms for Kids

You might have Executive Functioning Disorder if:

You have trouble maintaining a planner or agenda for recording assignments.

You have trouble planning long term projects and often complete them at the last minute.

You often forget papers, notebooks and other materials needed for school or homework.

You have trouble keeping your bedroom and book bag organized.

You have a hard time estimating how long a task or project will take.

You have trouble keeping appointments.

You have trouble starting your homework independently.

You have trouble transitioning from one task to another.

You are easily distracted.

You have trouble listening to and following multi-step directions.

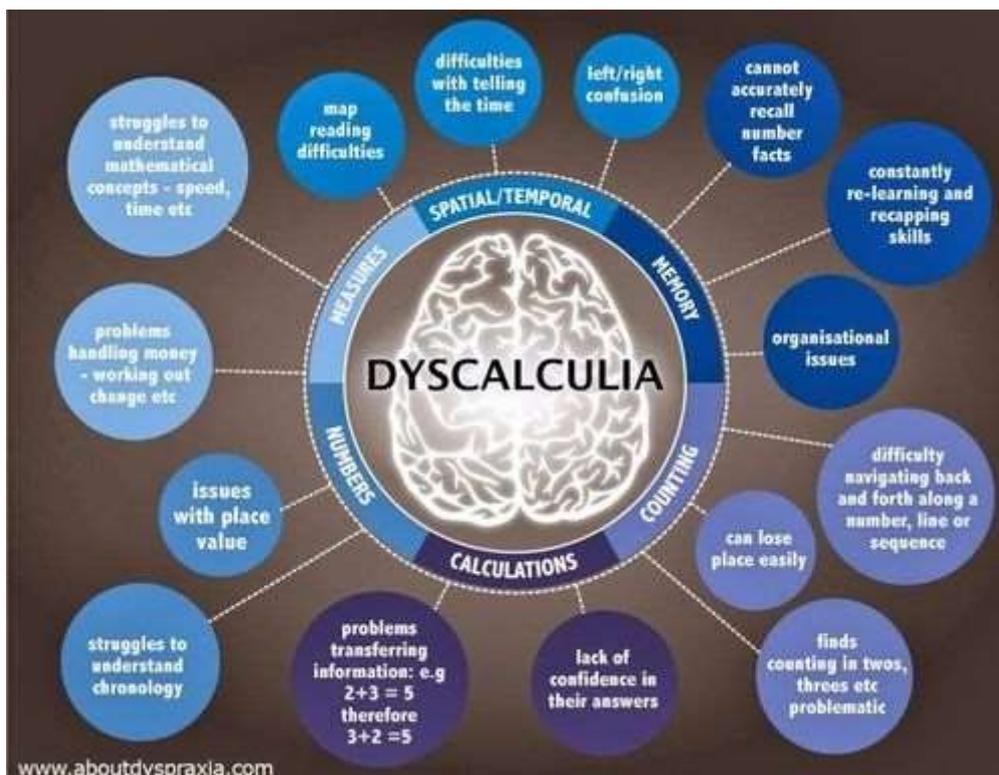
You have a hard time keeping track of your possessions and often lose important materials.

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<http://learningspecialistmaterials.blogspot.com/>

Children with Dyslexia can grow up to be Very **Successful**, just ask...

- ▼ Alexander Graham Bell
- ▼ Albert Einstein
- ▼ John Lennon
- ▼ Muhammad Ali
- ▼ Steven Spielberg
- ▼ Henry Winkler
- ▼ Tom Cruise
- ▼ Whoopi Goldberg
- ▼ Walt Disney
- ▼ Nolan Ryan
- ▼ Greg Louganis
- ▼ Jay Leno
- ▼ Agatha Christie
- ▼ Keira Knightley



Does My Student Have A Learning Disability?



The chart below matches common classroom symptoms with the learning disabilities that may be causing them. To understand the source of your students' challenges, consult this chart and discuss an evaluation with the parents and school psychologist.

LEARNING DISABILITY	COMMON CLASSROOM SYMPTOMS
Auditory Processing Disorder	<ul style="list-style-type: none"> • Difficulty recognizing subtle differences in sounds in words. • Trouble differentiating which direction a sound comes from. • Finds it hard to block out background noise. • Difficulty making sense of the order of sounds. • May process thoughts slowly. • Trouble understanding metaphors, jokes, and sarcasm.
Dyscalculia	<ul style="list-style-type: none"> • Difficulty understanding numbers and learning math facts. • Poor comprehension of math symbols, including positive/negative, place value, number lines. • Has trouble sequencing events or information. • Difficulty telling time. • Trouble counting, including making change or counting money. • Struggles with recognizing patterns. • Poor ability to organize numbers on a page.
Dysgraphia	<ul style="list-style-type: none"> • Illegible handwriting. • Inconsistent spacing when writing. • Poor spatial planning on paper. • Trouble with spelling. • Difficulty composing writing and thinking/writing at the same time. • Uses unusual grip on writing instruments. • Slow when copying information.
Dyslexia	<ul style="list-style-type: none"> • Deficits in reading fluency, reads slowly. • Difficulty with decoding words. • May reverse order of letters. • Difficulty with reading comprehension and recall of what was read. • Difficulty with writing and spelling. • Trouble recalling known words. • Substitutes sight words in a sentence.

Continued on next page.

Name: _____

Disability

I D K J V T F Y D L F T Z W C B U Q F E C B T D
M I J O I W E Z O I W F T T E I O H B X J L E L
P S C S C F R U Y G P M M H O R S E I K J C Q D
A A M V T I S P I L J V N F U I L J R T F F D O
I B Y B I F E G O G D I S O R D E R R G I T E Z
R I F E M F V P A R A L Y S E D K V H M Z K G G
E L S N A N E D Q U A D R I P L E G I C G X J Y
D I B Q Z T I F D V I T A D E A I U J F Q D P P
D T I M F X S H C F H D D N Y M R F Q J O R S L
E Y X N R S R V A A U Y F H M E G V K F Z Q V C
A F X C O N D I T I O N M G Y C Q E Z C B W R G
F G P Z Q K P X E S A V T Y D D D O A J G N E N
S A B O E F A R V U F Q R R Z U H T L V P Z P J
M Y V L D J R W Z I R U H P B L I N D O E A I D
D X L O U T A A I A E B T M J X R R U F H Q L A
J F E N S P P Q W F U N E O Y Z Y Q C D H Z E F
P D L M E F L W W A W G X Z K T P C S C Q K P U
S Y K X A D E P U L Z C H A L L E N G E D K T K
K O W P C F G K T N W E Z W O O Z E F C Q R I D
N U Z F G Z I F J O G L Q J S C N L S D N N C M
A V H Z S Z C D O Y C J X T H G M G G X Z T E E
Q J D A U T I S M H C M Y A T A Q D E C R S Q M
P F E A N A M G D A M S U F F E R I N G Y H E S
H F T D V L R X Q D I S C R I M I N A T I O N L

autism	blind	challenged	condition
deaf	disability	discrimination	disorder
epileptic	impaired	paralysed	paraplegic
quadriplegic	suffering	victim	

Disability History and Awareness Crossword

M B J O W M T R O L T Q H U T X S X F X F Z V L
 S S A F O P H O E G B K E S P V Y R P Y T K Y R
 L P R B D X O U X L J Y S Q O Y S B I T E C W R
 Q F Z G O R H G X W L N R Y A K J W S I Y F L D
 V I P A U K V D I Q T E G J U V O J S L Z P R N
 Z T R A D N I T S U J W K V P L W S J I P W E B
 F T Q Z C T M M L A B L I N D X H L M B P G O A
 A L Y Z L A O I W D J G B F E L C B J A O L O Z
 E B G J S E L R A H C Y A R O L V G S S X Q R X
 D L A N V F L A B S R D M K B L E B X I I E Q A
 E J T T O Z T F E U C P T E J U Q H E D A E R P
 S H V Y M K E P I L E P S Y R F D D C T Y F D C
 Y Q F V D M T L E V E S O O R D N I L K N A R F
 B B G Y F F F W L U S R A S E A C S U I L U J M
 S K F K M G K H E Y F L K Z D U W E T I V G D R
 O J T D I N H Q R A F H V G J M Y A I N Z N C G
 K F L U A G O O Q R K C N J F Y V V S F B G N J
 V C Y D V Q R M U H T V P R E S I D E N T I T T
 K T J M P E G R U C D D O F O U N Q X P M S L R
 K V G I P Q P Y J N B C F D U F H T A G V O B F
 L N N M G Q L L T Y Y P M V S O Y P D P Y O Q P
 L M E J D U U H E K R J V X I N V F C D Q S M P
 K O Q M K U C C X D I A C Z W I H L D N O V G S
 T H E F L O R I D A Y O U T H C O U N C I L N A

Blind	Deaf	Disability	Emperor
Epilepsy	Franklin D Roosevelt	Helen Keller	Julius Caesar
Justin Dart	President	Ray Charles	The Florida Youth Council

Assistive Devices - Some people with disabilities may require the aide of special assistive devices to help them do things easier. Assistive devices can help people with mobility, like walking. They can also help people hear, see, and communicate.



What assistive devices have you seen students using around your school?
Who uses them? What do they use? Why do they use them?

Who?	What?	Why?

Achievements - People with a disability of any type are quite capable of achieving many things in life. People with disabilities can graduate from school, go to college, get jobs, and even get married and have kids. Look at the list of activities below. Put a check mark in the box in front of each activity YOU can or WILL do even though you have a disability.



<input type="checkbox"/>	Go to school	<input type="checkbox"/>	Work at a job	<input type="checkbox"/>	Talk on the phone
<input type="checkbox"/>	Get yourself ready	<input type="checkbox"/>	Do chores	<input type="checkbox"/>	Win an award
<input type="checkbox"/>	Play sports	<input type="checkbox"/>	Make yourself food	<input type="checkbox"/>	Eat at restaurants
<input type="checkbox"/>	Hang out with friends	<input type="checkbox"/>	Go to the movies	<input type="checkbox"/>	Do things independently

Bullying - Kids and young adults with disabilities are at a higher risk of being bullied. Some studies have show that 60% of people with disabilities say they have been bullied.

~Every person has the right to live in a world free from bullying~

Have you ever been bullied? _____ When? _____

What are things you can do if you are being bullied? _____

Remember it is never your fault. Bullying is never ok. Those who bully use power to hurt people, and it's wrong.



10 What Questions

to Develop a Growth Mindset in Children

1. What did you do today that made you think hard?
2. What happened today that made you keep on going?
3. What can you learn from this?
4. What mistake did you make that taught you something?
5. What did you try hard at today?
6. What strategy are you going to try now?
7. What will you do to challenge yourself today?
8. What will you do to improve your work?
9. What will you do to improve your talent?
10. What will you do to solve this problem?

Kid Conversation Starters

When are you
(or have been)
most afraid?

What has been
the happiest day
of your life?

If you could change
one thing in the world
what would you
change?

If you could change
one thing about yourself
what would you change?

What is
the one thing
you couldn't live
without?

What is your
favorite movie
of all time?
Why?

What cartoon
character would you
most like to be
and why?

What is the
worst thing about
being ___ years old?

What is the
best thing about
being ___ years old?

Describe your
perfect day.

What job would
you like to have
when you grow up?

Who is your
best friend?
Why are they your
best friend?

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Reference

1/ <https://theeducationhub.org.nz/teaching-students-with-autism-strategies-for-secondary-school-teachers/>