

## Things to consider when it just isn't going right

✓ Check off the items you might need to try

- Are visuals used before and during instruction? \_\_\_\_\_
- Are there breaks built in to the day? \_\_\_\_\_
- Is there a place in regular class where student can go if he is needing a quiet place to work? \_\_\_\_\_
- Is the work modified? \_\_\_\_\_
- Do we know what motivates him? \_\_\_\_\_
- Are social stories being written and reviewed regularly or as needed? \_\_\_\_\_
- If a para finds she is in a situation that is not good, back away and reconsider approach. She may not win that one and will have to get a different approach the next time. \_\_\_\_\_
- Are new topics, games, routines being pre taught? Not always possible but really should try especially for math where the games change sometimes daily. \_\_\_\_\_
- Try having the regular-ed teacher give the instruction. \_\_\_\_\_
- Teach the "zig -zag" in the schedule when there will be a change. Teach before a major ZIG-ZAG happens. \_\_\_\_\_
- Are routines predictable? \_\_\_\_\_
- Are tasks broken down enough? \_\_\_\_\_
- Is too much language being used? Limit language especially when student is upset. Use visuals, written word on board, pictures, sign language, gestures. \_\_\_\_\_
- Are fidgets available when lots of instruction is happening? \_\_\_\_\_
- Use a timer to show how long for a task. \_\_\_\_\_
- Use work folders/system. Shows beginning and end of assignment. Ask me more about this. \_\_\_\_\_