**Shelby Harvey 15**

**Organizing Needs & Strategies for Intervention Purposes**

Complete the graphic organizer to match needs to strategies so your book character can be successful in school.

**Disability: Autism**

**Possibly / Common Strengths: Highly skilled in a specific area, skill will lead to them “saving the day”, smart, organized.**

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| Common Disability Characteristic  Choose 6 characteristics for YOUR CHARACTER | Evidence-based Instructional or Behavioral Strategies  the student can learn to find school success |
| **Academic** | |
| 1 Difficulty reading “in-between the lines” | a) Direct instruction |
| b) One-one instruction with aide/PPCD/Special Educator |
| 2 Difficulty transitioning between subjects | a) Visual timers with picture schedules nearby |
| b) Reducing amount of time during transitions. |
| **Social / School (Skills)** | |
| 1 Unsure of how to talk to peers. | a) providing peer communication books |
| b) grouping students into small groups |
| 2 Does not like the way paint feels in finger painting, or other sensory things similar | a) Allow all children alternative options that would please the child with autism. |
| b) Beginning a “sensory diet” with the student involving integration of certain sensory things and acknowledging when to stop. |
| **Behavior / Organization** | |
| 1 Likes to always know what is going to happen, dislikes change in schedule. | a) Picture schedule displayed in classroom. |
| b) Advance notice of any changes in routine (picture day, field day, assemblies) |
| 2 Difficulty waiting in line | a) Using games in classroom to help reinforce waiting turns. |
| b) Initiating good behavior game. |