

Organizing Needs & Strategies for Intervention Purposes

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

1. Name the disability (1 point)
2. List strengths that YOUR character will have in the story. (2 points)
3. List a minimum of 6 different characteristics (2 in each category) for the disability your character exhibits. (6 points)
4. Align each 'disability characteristic' to two research-based strategies to overcome or manage struggles directly related to the disability. (12 points) (+ 3 points for details)

Disability: Communication Disorder: Speech and Language

Possibly / Common Strengths: Other senses become significantly strengthened, other effective ways of communication, become deep thinkers, courage, perseverance, assertiveness, and empathy

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 Articulation and Syntax difficulties	a) LINC'S- This is a great strategy for children with articulation and syntax difficulties because it is repetition when learning new material. They are able to take the time out and can sound out as they go which will help process all of their speech and language skills
	b) Digital Responding/ Recording- This will help students who struggle with sounds to words by being able to practice with a voice recorder
2 Struggle with comprehension of questions and/or directions	a) Cooperative Learning Groups- Group work is a great strategy for kids who may second guess themselves. It allows them to see what their classmates are thinking and start developing their own ideas
	b) Foldable- This is a fun way for students to be actively engaged in their learning. The great thing about foldables is that you can change them to fit your liking. They are never all the same. It is a great tool to build on top of
Social / School (Skills)	
1 Slower speech	a) Constant Time Delay- For this, especially with this characteristic, I find CTD to be an excellent strategy. This allows processing time for all children and does not exclude the child who may suffer from slower speech. They will feel apart of the class when they are able to provide answers and the same time as others
	b) Journaling – For children who may have slower speech I think journaling is an excellent strategy to use. Sometimes in a child’s mind their words are freely flowing, it is just hard to make those words come out.

	With writing these kids are able to go at their own pace of talking
2 Trouble with being understood	<p>a) Choral Responding- Nonverbal- If a student does not like to to talk due to a stutter or some other type of voice impairment the choral response nonverbal is a great strategy to have that student become involved. By using notecards or the simple thumbs up, thumbs down the child is actively engaging while not feeling criticized</p> <p>b) Journaling- Journaling is one of my favorite teaching strategies because it can be geared towards anyone. Specifically, with trouble being understood putting words to paper is a great way to get your point across. Sometimes when put on the spot to speak I lose my train of thought and go blank- for anyone that can be terrifying. With journaling you have your own time to write what YOU want and not have the worry of drawing a blank</p>
Behavior / Organization	
1 Trouble showing emotion	<p>a) Drama- An excellent strategy for trouble showing emotion. Drama is something I feel everyone can grow to love. Use finger puppets or any sort of tool to get your classroom engaged. If you have a child who is struggling with emotion then maybe the character they are playing will talk more about how they are feeling which could potentially lead you to a better understanding of how that child is feeling</p> <p>b) Games- Games are an excellent tool especially as a break from academics. Although the children may think they are taking a break, they are not. Games can freely open a child and allow them to relax to a point where they may feel comfortable and start being able to either show emotion, or no longer be tense with something that might have been causing them strain</p>

2 Frustration with disability

a) Behavior Specific Praise- Any child with a disability or any child who may be frustrated in some way, BSP is a great strategy to use. Applaud those who are doing something great, make them know that you are impressed and happy with them. When a child becomes frustrated especially with something they cannot get rid of it is important to praise them when they do something good because the beat down they give themselves may occur. As teachers we need to let our students' know how important and wonderful they are, especially when it is a tough time for them

b) Check-In/Check-Out- For this strategy I find it very effective when a child becomes frustrated with their disability. It allows time to be frustrated and get it all out of their system, then calm down and return to the classroom. We all become frustrated at one point or another so I think by being able to check in and out when this occurs is beneficial tool for the classroom