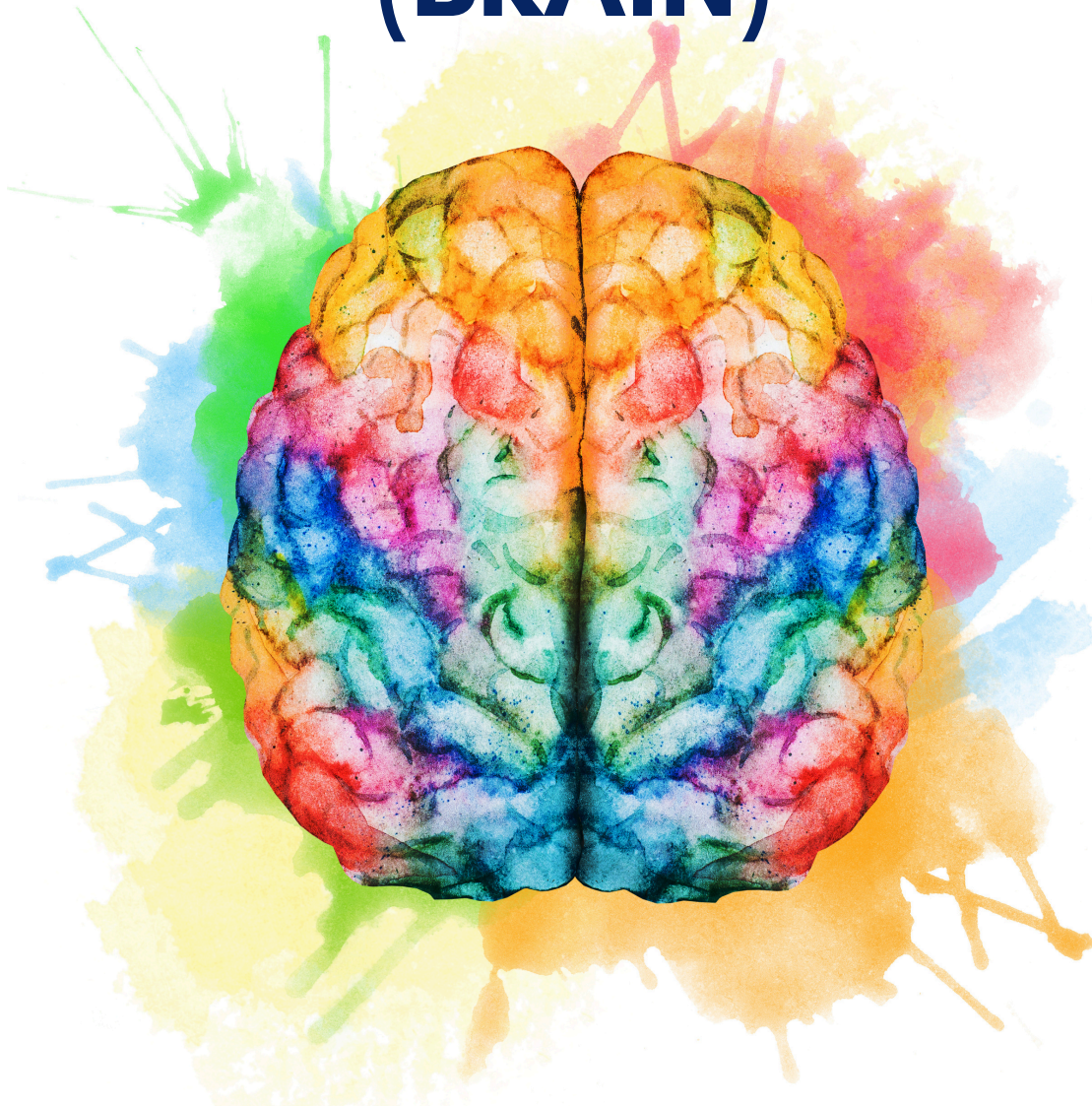


Building Responsive Approaches for Instructional Needs (BRAIN)



Prepared by HWDSB Psychological Services

HWDSB
BE YOU. BE EXCELLENT.

Processing Areas




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Using this Guide

Understanding Learning Profiles: Understanding individual patterns of personal strengths and needs may be useful in promoting academic success, improving learning skills, and determining effective accommodations or interventions to support a student in the classroom.

How to Use this Resource:

Processing area and what it measures.

Processing Area		
Definition		
Connected Skill	Instructional Strategies	Resources & Assistive Technology Strategies
		
If this processing area is a strength, the student may excel with these tasks. If it is an area of need, the student may require support with them.	When choosing instructional strategies, it's important to consider the student's stage of development and overall learning profile.	Strategies and resources are designed with both elementary and secondary students in mind. * indicates that app can be found in the HWSDB catalogue

The Importance of Supporting Students in Their Area of Need:

Supporting students' areas of need will reduce the amount of mental effort your brain uses when you are learning something new or doing a task (cognitive load).

Reducing cognitive load can have several positive effects on learning, including:

- improve learning
- increase productivity
- enhance creativity
- reduce stress and fatigue
- promote better decision-making
- increase focus and attention
- improve overall performance



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return to home



Verbal Comprehension – Expressive Language

The ability to express ideas using words (spoken and written language)

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Communicate thoughts, needs or wants	Encourage students to read or listen to audiobooks to expand their vocabulary and background knowledge	Text-to-speech software and Picture Dictionary (Microsoft Immersive Reader)
Vocabulary development		
Retrieve verbal information from long-term memory	Give extra time to formulate ideas	Speech-to-text software (Microsoft Dictate)
Explain new ideas or concepts to other people	Provide cues/prompts, ask questions and model expressive language	Build keyboarding skills through online practice (e.g., Typing Club or Typing.com)
Complete oral or written expression tasks	Pre-teach new vocabulary and provide visual associations when possible	Turn on word prediction and autocorrect features in Microsoft Word
Ask questions, make requests, express emotions and engage in conversation	Use visual supports (pictures and diagrams) to help retrieve language-based information from memory	Electronic dictionary, thesaurus & editing software (Microsoft Editor or Grammarly*)
Organize thoughts or ideas	Encourage students to use mind maps or semantic webbing before presenting or writing to link vocabulary and thoughts	Activities to teach how to express emotions and needs (Microsoft Reflect)
Generate grammatically correct sentences and paragraphs	Allow for alternative ways to demonstrate knowledge (e.g., visual representations)	Practice Oral Presentations (Microsoft Speaker Coach)
Give directions	Encourage students to talk about interests and engage in conversation to practice communicating	Answer questions and summarize information (Microsoft Co-Pilot)
Explain abstract concepts	Encourage students to use synonyms to help with word-finding difficulties	5 ways to use Copilot in education #shorts
Participate in class discussions	Provide opportunities to practice oral responses in advance	AI in Teams
Talk in public	Assess knowledge through cloze activities (fill in the blank, matching, true/false, multiple choice)	Graphic organizers (PowerPoint , Canva)
		HWDSB's Virtual Library (see last page)
		Visual and symbol supported educational resources (Boardmaker and Visual Supports)
		Centre for Success AT Resource (innovATion)



Verbal Comprehension - Receptive Language

The ability to understand verbal and written language

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Understand instructions, directions, lessons, conversations	Provide overview of lessons in advance	Text-to-speech software and Picture Dictionary (Microsoft Immersive Reader).
Understand new vocabulary	Pre-teach new/complex vocabulary or concepts	Electronic dictionary, thesaurus & editing software (Microsoft Editor or Grammarly*).
Comprehend written information and solve word problems	Repeat vocabulary, terms and definitions	Answer questions and summarize information (Microsoft Co-Pilot)
Identify important information and key points	Explicitly link prior knowledge with new vocabulary	5 ways to use Copilot in education #shorts
Understand both figurative and literal language	Allow more time to process verbal information	HWDSB's Virtual Library (see last page)
Interpret sarcasm, play on words, and homonyms	Use simple and familiar language when giving instructions	Caption presentations in selected language (Microsoft Live Captions).
Participate in class discussions and lessons	Check-in to ensure comprehension	Graphic organizers (PowerPoint, Canva)
Socialize with peers	Present new information using concrete manipulatives and multisensory methods (written, visual and spoken)	Reading Comprehension - How Do I Teach Main Idea?
	Highlight key/main ideas	Reading Rockets
	Reduce Auditory distractions	Summarizing Strategies (readingrockets.org)
	Provide step-by-step instructions with visual examples	Visual and symbol supported educational resources (Boardmaker and Visual Supports)
	Speak clearly, slowly and use gestures and visuals	Centre for Success AT Resource (innovATion).
	Encourage student to do practice questions to prepare for tests	
	Teach student to look for and understand non-verbal gestures	
	Explain the root or origin of words and concepts to give context and meaning	



Visual-Spatial Processing

The ability to analyze and integrate visual details, work with part-whole relationships, recognize patterns, and understand spatial relationships

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
<p>Understand and interpret graphs, charts, figures, geometric shapes, analog clocks, and other types of diagrams or visual information</p> <p>Seeing the “whole picture” or knowing what details are important</p> <p>Ability to “read between the lines” and interpret information that may not be obvious</p> <p>Organize work on a page (e.g., write within margins and align math columns)</p> <p>Build and assemble objects</p> <p>Organize information from different sources into one cohesive written piece (e.g., putting parts of information together to create something new)</p> <p>Understand directional information such as left/right or remembering directions to a location (sense of direction)</p> <p>Mentally manipulate objects or visual patterns to see how they would appear if rotated</p> <p>Estimate or gauge distance, depth, size, shape, time</p> <p>Read nonverbal cues such as body language and facial expressions</p> <p>Impact performance in Mathematics, Science, Geography, Art & Design</p>	<p>Teach students to use self-talk when problem solving to help connect visual symbols to what they represent</p> <p>Model tracking by using a finger or pointer while reading</p> <p>Present information step-by-step and include a written or auditory sequence of steps to assist with visual tasks</p> <p>Supplement visual material with explicit verbal instruction (auditory or written)</p> <p>Use graph paper to make columns in math</p> <p>Provide extra paper or space for students to write or show answers</p> <p>Reduce unessential images and keep all visually presented material simple and uncluttered</p> <p>Reduce visual distractions by folding a test or cover part of the page</p> <p>Use highlights or sticky-note to draw attention to important information on worksheets</p> <p>Provide the option of oral assessment</p> <p>Explain the big picture before teaching the details with review and reminders throughout on how the parts fit to form the whole</p> <p>When teaching math use number lines, visual representations and real life examples</p>	<p>Mind mapping, concept mapping, outlining and graphic organizers (PowerPoint or Canva)</p> <p>Khan Academy -Self-paced math practice and instructional videos</p> <p>GeoGebra for math support and online manipulatives</p> <p>Virtual manipulatives and math learning centre Polypad</p> <p>Virtual Math Support (Microsoft Math Solver & Math Assistant in OneNote)</p> <p>Virtual Math Tutoring (TVO Mathify) Grades 4-12</p> <p>Knowledgehook-math software used to identify learning gaps in and provide targeted interventions (Grades 1-8)</p> <p>Math Up: MathUP Resources (license required)</p> <p>Math Manipulative Guide</p> <p>LDschool Mathematics and LDs: Mathematics and Learning Disabilities (LDs)</p> <p>Ontario Curriculum-High Impact Math Strategies and Tools: Curriculum and Resources</p> <p>Resources to support creating positive learning conditions for math class through inclusive practice ideas and engaging activities.</p>



Fluid Reasoning

The ability to think logically and problem-solve in new situations or unfamiliar scenarios using logic and interpreting patterns, often requiring flexible thinking.

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Understand relationships between concepts	Explicitly teach multiple approaches to problem-solving	Mind mapping, concept mapping, and graphic organizers (PowerPoint , Canva)
Infer or draw conclusions Make connections between new material and previous knowledge	Provide opportunities to sort, classify, and categorize objects to demonstrate connections	Khan Academy -Self-paced math practice and instructional videos
Apply problem-solving skills in new situations (apply rules or transferring skills and knowledge)	Highlight and define relationships and connections between concepts or ideas	Minecraft in Education
Understand and anticipate cause and effect	Explicitly link cause and effect	Reading Rockets Summarizing Strategies (readingrockets.org)
Recognize patterns and relationships	Think out loud to demonstrate and model problem-solving strategies	Knowledgehook -math software used to identify learning gaps in and provide targeted interventions (Grade 1-8)
Think flexibly	Provide guided practice with feedback	Math Up: MathUP Resources (license required)
Generate multiple perspectives or options (divergent thinking)	Provide a step-by-step checklist to complete a task	Math Manipulative Guide
See the big picture and how things relate to each other	Use real-world problems and examples to help students to apply and generalize problem-solving strategies (e.g., analogies that are relatable)	LDschool Math and LDs: Mathematics and Learning Disabilities (LDs)
Identify the main ideas and condense information down to the most essential or relevant parts	Provide lesson outline to help student see how parts of lesson go together	Ontario Curriculum-High Impact Math Strategies and Tools: Curriculum and Resources
Apply logic to new situations	Use graphic organizers, writing templates to assist in unifying or breaking information apart	Answer questions, organize, summarize or simplify information (Microsoft Co-Pilot & AI in Teams) 5 ways to use Copilot in education #shorts
Think on your feet to solve a problem that requires logic and not memorized knowledge	Ask students to show all their work when possible and give partial credit if they can show the correct process	Resources to support creating positive learning conditions for math class through inclusive practice ideas and engaging activities.
Impacts performance in math, science and reading	Teach cues for identifying main ideas	
	When teaching math use number lines, visual representations and real life examples	



Processing Speed (Fluency)

The ability to rapidly and accurately process information

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
<p>Process information quickly Respond quickly</p> <p>Copy information down efficiently</p> <p>Complete work/tests within the required time frame</p> <p>Improvise during class discussions</p> <p>Take notes during lessons</p> <p>Make rapid comparisons between concepts</p> <p>Quickly and accurately process letters, words, numbers, and quantity (rapid automatic naming)</p> <p>Read with sufficient speed and accuracy to support reading fluency and reading comprehension</p> <p>Count with automaticity and solve basic math calculations quickly to support math fluency</p>	<p>Reduce quantity of work in favour of quality</p> <p>Provide additional time to process instructions, formulate a response, provide an answer and complete a task (extra time at all phases)</p> <p>Speak slowly and use familiar vocabulary</p> <p>Minimize the amount of information that needs to be copied (provide copy of notes or have student take pictures)</p> <p>Provide advanced notice before asking questions in class</p> <p>Short answer and/or multiple-choice format for assessment and allow for oral assessment</p> <p>Provide activities for repeated practice to increase fluency and automaticity (e.g., flashcards, speed drills)</p> <p>Teach keyboarding skills and encourage regular practice</p> <p>Provide tools that support processing fluency (calculator, word prediction, speech to text)</p> <p>Break tasks down into manageable chunks</p>	<p>Record classroom lessons</p> <p>Text-to-speech software and Picture Dictionary (Microsoft Immersive Reader)</p> <p>Speech-to-text software (Microsoft Dictate)</p> <p>Use Microsoft Office Lens to upload documents and images (Microsoft Office Lens)</p> <p>Build keyboarding skills through online practice_(e.g., Typing Club or Typing.com)</p> <p>Answer questions, organize, summarize or simplify information (Microsoft Co-Pilot & AI in Teams). 5 ways to use Copilot in education #shorts</p> <p>Centre for Success AT Resource (innovATion)</p> <p>Virtual E-Resources, Audio and eBooks (HWDSB System Learning Commons)</p> <p>Knowledge Hook-math software used to identify learning gaps in and provide targeted interventions (Grades 1-8))</p> <p>Math Up: MathUP Resources (license required)</p> <p>Math Progress-customize lessons to build foundational math skills</p>



Working Memory

The ability to temporarily hold and manipulate information in your mind while performing a task.

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Multi-task (i.e., perform more than one task at a time)	Simplify tasks, present information slowly, and draw attention to key points	Make use of external memory devices such as assistive technology, calculators, alarms, calendars (MS 360 calendar - Planner Guide)
Follow multiple-step instructions	Provide a written checklist of steps to complete a task	Turn on word prediction and autocorrect features in Microsoft Word
Follow a conversation while keeping responses and follow up questions in mind	Clearly lay out success criteria at the beginning of a task	Text-to-speech software and Picture Dictionary (Microsoft Immersive Reader)
Sustain attention during a task	Encourage students to dictate thoughts to reduce cognitive load (e.g., scribing or speech to text resources)	Speech-to-text software (Microsoft Dictate).
Recall and interpret lengthy reading passages	Encourage the use of verbal mediation strategies	Mind mapping, concept mapping, and graphic organizers (PowerPoint , Canva)
Organize and sequence ideas for writing tasks	Break tasks into smaller chunks	Visual memory aids for math (e.g., multiplication table, visual representations, number lines)
Keep track of belongings and materials	Provide information in multiple modalities (e.g., verbal, written, kinesthetic)	Virtual manipulatives and math learning centre Polypad
Hold a question in mind while formulating a response or carrying out an action	Use visuals to support information like anchor charts, diagrams, pictures	Virtual Math Support (Microsoft Math Solver & Math Assistant in OneNote)
Remember phonological rules and apply them when reading unfamiliar words	Overlearn information so it becomes automatic to reduce cognitive load (e.g. math facts)	Note taking app: OneNote & Notability .*
Continue to hold ideas and knowledge in mind while trying to spell words and write sentences (organize ideas)	Provide class notes and handouts prior to class	Mnemonics such as acronyms, rhymes or visualization mnemonics: mnemonic-strategies
Work through math calculations while keeping the logical sequence of a math problem in mind	Teach students to be active readers (e.g. highlighting, underline and summarizing key points)	Magic-to-do page on Goblin Tools - A tool to break tasks down into manageable steps
Take notes- listening while writing	Repeat instructions and highlight main points (Chunk, pause and repeat critical key items)	Knowledgehook -identify gaps & provide targeted math interventions (Grade 1-8)
Time management-keeping track of what task needs to be done next	Check in with students to ensure comprehension of task expectations and how to begin	Summarize or simplify information (Microsoft Co-Pilot & AI in Teams)
Participating in class discussions-remember what was said in the lesson		



Verbal Memory

The ability to remember and recall information that is presented in words (spoken or written). It involves the storage and retrieval of language-based information, such as lists of words, sentences, conversations and stories

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Remember and follow verbal instructions	Present information in small chunks	Use text to speech software to improve comprehension and retention") (Microsoft Immersive Reader)
Memorize factual or rote information (e.g., math facts, months of the year, alphabet song)	Check in with students to ensure comprehension of task expectations and how to begin	HWDSB's Virtual Library (see last page)
Remember details from stories, conversations and class lessons	Repeat key points	Speech-to-text software (Microsoft Dictate)
Recall sequences	Teach alternative ways to recall information (e.g., mnemonics)	Record classroom lessons (to allow for repeated exposure)
Remember lengthy verbal instructions or reading passages	Accompany information with multisensory learning experiences (e.g., visual, tactile, kinesthetic cues, videos)	Summarize or simplify information (Microsoft Co-Pilot & AI in Teams)
	Teach paraphrasing	Strategies to Enhance Students' Memory
	Give verbal information in written form so it can be reviewed as often as needed	Making It Stick: Memorable Strategies to Enhance Learning
	Use visuals to teach new concepts and use them to cue memory	mnemonics, such as acronyms, rhymes or visualization mnemonics: mnemonic-strategies from LDonline & mnemonic-strategies
	State important information at the beginning and the end of a lesson encourage drill/active rehearsal to help convert information to longer-term storage	
	Embed information in context Encourage frequent review of subject material (repeated exposure)	



Visual Memory

The ability to remember and visualize things you have seen before.

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Recall visual details of images	Verbally explain visual information	Video record demonstrations to allow for repeated exposure
Remember maps and diagrams	Use mnemonics and alternative memory strategies for easier recall	Speech-to-text software (Microsoft Dictate) and Text-to-speech software (Microsoft Immersive Reader)
Remember the layout of a room or objects	Provide information through multiple sensory learning experiences (e.g., visual, tactile, kinesthetic cues, videos)	Build keyboarding skills through online practice (e.g., Typing Club or Typing.com)
Recall visual sequences (e.g., spelling patterns)	Draw student's attention to key visual elements (e.g., highlight or underline)	Electronic dictionary and thesaurus (Microsoft Editor)
Remember mathematical formulas	Provide auditory cues (e.g., use keywords to cue)	Virtual Math Support (Microsoft Math Solver)
Remember movement sequences (e.g., dance and martial arts)	Reduce the amount of information on the page (e.g., less print to read, isolate key info)	Use Microsoft Office Lens to upload documents and images (Microsoft Office Lens)
Remember landmarks to help navigate directions	Provide access to formula or data sheets during tests	Strategies to Enhance Students' Memory
Copy from a book or from the board	Use graphic organizers, mind maps, writing templates to assist in unifying information and breaking information apart	Making It Stick: Memorable Strategies to Enhance Learning
Find letters on a keyboard or numbers on a calculator		mnemonics, such as acronyms, rhymes or visualization mnemonics: mnemonic-strategies from LDonline mnemonic-strategies



Visual Motor Integration

The ability to coordinate visual perception and motor movement to guide hand or body movements accurately and efficiently (e.g., printing, drawing, and catching)

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
<p>Print or write</p> <p>Maintain consistent size and spacing when printing or writing</p> <p>Letter formation</p> <p>Copy from blackboard</p> <p>Complete written work</p> <p>Make columns in math</p> <p>Put numbers on a line</p> <p>Draw or copy shapes</p> <p>Perform motor tasks such as using scissors, tying shoelaces and assembling items</p> <p>Play sports that track the movement of a ball (e.g., throwing, catching, hitting, and kicking)</p> <p>Hand-Eye coordination tasks such as mazes, and connecting dots</p> <p>Plan or organize movements in a sequence to complete a multi-step task (motor planning)</p>	<p>Reduce the quantity of work in favour of quality</p> <p>Provide copies of class notes</p> <p>Take pictures of important class information</p> <p>Scribe or allow speech-to-text and word prediction for tasks with extensive written output</p> <p>Implement strategies to strengthen visual-motor skills (e.g., tracing, threading beads, guided templates to practice cutting and writing)</p> <p>Allow extra time to complete tests and written work</p> <p>Cloze activities (e.g., fill in the blank or short answer)</p> <p>Allow the student to demonstrate knowledge in alternative formats (e.g., demonstrate, orally describe, use virtual manipulatives)</p> <p>Accept point form answers</p> <p>Use graph paper to guide number or letter placement</p> <p>Make accommodations in gym class (e.g., larger balls)</p>	<p>Speech-to-text software (Microsoft Dictate)</p> <p>Build keyboarding skills through online practice (e.g., Typing Club or Typing.com)</p> <p>Turn on word prediction and autocorrect features in Microsoft Word</p> <p>Video record demonstrations to allow for repeated exposure</p> <p>Use Microsoft Office Lens to upload documents and images (Microsoft Office Lens)</p> <p>Handwriting without Tears Handwriting Without Tears® Learning Without Tears® (lwtears.com)</p> <p>Printing Like a Pro! – An Evidence-Based Resource for Teaching Students to Print (bctf.ca)</p> <p>Mind mapping, concept mapping, and graphic organizers (PowerPoint, Canva)</p> <p>Centre for Success AT Resource (innovATion)</p> <p>Virtual manipulatives and math learning centre Polypad</p>



Phonological Processing

The ability to hear, identify and manipulate the sounds of words (phonemes) to process written and spoken language.

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Identify and make rhyming words	Systematic and explicit phonics instruction	Acadience Assessment Tools by Grade
Learn sound to symbol correspondence		HWDSB's Decision Making Tool for reading intervention Gr 3-8 & Gr 9-12
Break words into chunks (syllable segmentation)	Activities that focus on identifying, segmenting, blending and identifying sounds in words (e.g., clapping out syllables, rhyming games)	HWDSB's Guide to Evidenced based Reading Interventions (Gr 3-8): phonemic awareness , phonics , decoding , reading fluency , reading comprehension
Break down words into individual sounds and blend the sounds back together to form words	Explicitly teach rhyme and phonetic rules (e.g., Empower program strategies)	Gr K-2 Acadience Reading Support
Decode- convert symbols to sounds (read words)	Use multi-sensory (visual, auditory and tactile) methods to develop symbol-sound correspondence	Literacy Activities (K-2)-Family Guide
Encode-convert sounds to symbols (spell words)	Use decodable text to help students apply their phonic knowledge	University of Florida Reading Institute (UFLI) Systematic reading intervention
Reading fluency and comprehension		Reading Rockets - reading activities
Writing fluency and written expression	Phonological memory games using whole-word or word families (e.g., word bingo, word match)	Book Creator - create interactive eBook
Confuse words that sound similar	Ensure students have accurate and fast recognition of the alphabet and consonant letter combinations	MOE: Effective early reading instruction: a guide for teachers
Articulate words		HWDSB's Virtual Library (see last page)
Word Finding (use precise language)	Small group or individualized instruction to address specific areas of challenge	Alternative Education Resources Ontario (AERO) - text in an accessible format
Vocabulary development	Allow for repeated reading with corrective feedback	Text-to-speech software (Microsoft Immersive Reader)
Learn a new language	Use partner and/or model reading strategies	Centre for Success (innovATion)
		Onlit : structured literacy instruction
		All about Adolescent Literacy
		Reading Coach & Reading Progress



Orthographic Processing

The ability to quickly and accurately identify (when reading) and recall (when spelling) the letters and letter sequences that correspond to the speech sounds of language

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Recognize/or correctly form letters and letter sequences	Explicitly teach letter identification, formation and spelling patterns to help with letter & word reversals	Acadience Assessment Tools by Grade
Identify letter-sound correspondence		HWDSB's Decision Making Tool for reading intervention Gr 3-8 & Gr 9-12
Word recognition (e.g. sight word vocabulary)	Systematic & explicit phonics instruction - phoneme (sound)-grapheme (letters) correspondence	Evidenced based Reading Interventions (Gr 3-8): phonemic awareness , phonics , decoding , reading fluency , reading comprehension
Discriminate between visually similar letters (e.g., b and d) and words (e.g., "no" and "on"; "of" and "off")	Use multi-sensory methods to develop symbol-sound correspondence	Gr K-2 Acadience Reading Support
Read and spell irregular words (e.g., colonel)	Word work that focuses on specific orthographic patterns (word families)	Literacy Activities (K-2)-Family Guide
Reading fluency and comprehension	Phoneme manipulation & rhyming activities	University of Florida Reading Institute (UFLI) Systematic reading intervention
Spelling (sound to print)	Ensure students have accurate and fast recognition of the alphabet and consonant letter combinations	MOE: Effective early reading instruction: a guide for teachers
Written expression and writing fluency	Systematic spelling instruction that emphasizes letter patterns, common letter sequences, syllabication rules, spelling rules & exceptions to the rules	HWDSB's Virtual Library (see last page)
Recognize and remember symbols and notations (e.g., math formulas)		Teach Morphology & Morphology Instruction
Develop vocabulary by recognizing and retaining new words	Targeted practice with high-frequency words, including irregular words	Alternative Education Resources Ontario (AERO) - accessible text
Edit text (e.g., recognizing when a word is spelled correctly)	Teach words using morphological strategies (how specific letter patterns convey meaning)	Text-to-speech (Immersive Reader)
	Repeated reading of connected text with specific letter pattern to increase fluency (decodable text)	Typing skills Typing Club or Typing.com
	Learning word structures, including roots, prefixes, and suffixes, can help to decode and spell complex words (e.g., peeling off strategies)	Word prediction Microsoft Word
		Editing & Spell Check (Microsoft Editor)
		Speech-to-text (Microsoft Dictate)
		Reading Coach & Reading Progress
		Centre for Success (innovATion)



Executive Functioning (EF) – Metacognition

The ability to be cognitively flexible, initiate, plan, organize, sustain attention and monitor. Executive functioning acts as the brain's overall management system and is a strong predictor of academic success and productivity.

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Create an overall plan to reach a goal	Predictable and consistent routines (include visual daily schedules)	Mind mapping & graphic organizers (PowerPoint or Canva).
Shift focus between different tasks	Provide forewarning of upcoming transitions/changes to a schedule	E-tools for scheduling/reminders & lists (Microsoft Planner & Microsoft To-Do)
Adjust thinking and abandon unsuccessful strategies while problem-solving (mental flexibility)	Explicitly teach cognitive flexibility, divergent thinking (generate multiple possibilities), and problem-solving strategies such as self-talk	Visual Task Timer*
Get started on tasks	Provide support to identify and initiate the first step of a task	Use camera to take a picture or video to capture important class information
Maintain focus, energy, and momentum to complete a task	Provide work samples and models	Use Microsoft Office Lens to upload documents and save as PDF
Prioritize when there is more than one thing to do	Use labelled binders, bins, etc.	Answer questions and summarize information (Microsoft Co-Pilot)
Develop sequential steps to complete a task	Organize work into electronic folders	Strategies to help develop critical thinking skills (metacognition)
Sustain attention	Provide instructions in writing (step by step with clear sequence)	Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence
Follow complex or multi-step tasks	Use graphic organizers, mind maps, writing templates to help unify information & break information apart	Card games and board games to practice EF skills
Tolerate transitions and changes to routine	Chunk, pause & repeat critical key items	Executive Skills Coaching – What Parents Should Know (middle school)
Keep track of belongings	Provide checklists, schedules, organizers	Helping kids who struggle with EF
Organize books, locker, desk, bedroom	Model planning, organization and goal setting (establish SMART goals)	HomeworkPlanner.pdf
Notice mistakes in work (self-monitoring)	Make time visual (visual timers, calendars, due dates in writing with planned mini-due dates)	EF in Teens: 10 Strategies for Parents
Estimate time required for tasks	Use strategies to reduce stress and promote healthy sleep habits to help optimize executive functioning	Magic to-do page in Goblin Tools - A tool to break tasks down into steps



Executive Functioning (EF) - Behaviour & Emotional Regulation

The ability to guide and modify behaviour and emotions while working towards a goal, especially in challenging situations. (e.g., regulate emotions, goal directed perseverance, response inhibition, and shift flexibly between tasks)

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
<p>Manage impulsivity and think before acting</p> <p>Consider the consequences of actions</p> <p>Tolerate transitions and routine changes</p> <p>Shift between tasks</p> <p>Abandon unsuccessful strategies while problem-solving</p> <p>Manage frustrations</p> <p>Control temper and emotions</p> <p>Understand the impact of behaviours on others</p> <p>Maintain focus, energy, and momentum to complete a task</p> <p>Delay gratification</p>	<p>Explain the rationale of the task to increase engagement</p> <p>Establish routine and keep schedules as consistent and predictable as possible</p> <p>Model calm & reflective problem-solving</p> <p>Establish and maintain a supportive and reliable relationship with student</p> <p>Provide reminders & instruction prior to transitions or situations known to trigger dysregulation</p> <p>Explicitly teach cognitive flexibility, divergent thinking, problem-solving, impulse control and self-talk strategies</p> <p>Provide external reminders to mitigate externalizing behaviours (e.g., Stop, Now, and Plan)</p> <p>Anticipate & plan for problem situations</p> <p>Teach and practice coping & calming strategies</p> <p>Help students to better understand the consequences of their behaviour</p> <p>Develop a system to communicate when a break is needed (e.g., exit card)</p> <p>Teach students to advocate for needs</p> <p>Provide movement breaks</p> <p>Reward system/external motivators to make connection between practicing skills and working towards reward</p>	<p>Smart But Scattered Kids (website)</p> <p>Electronic devices for scheduling/reminders and making lists (Microsoft Planner & Microsoft To-Do)</p> <p>Validate feelings: Emotion Coaching Homepage - We Help with Emotion Coaching (elearningontario.ca)</p> <p>Relaxation techniques in the classroom Chill Out! Classroom Relaxation Exercises for All Ages » Britannica (britannicaeducation.com)</p> <p>Strategies to identify and manage emotions from School Mental Health Ontario (SMHO)</p> <p>Organize your mind strategies</p> <p>Incentive planning: IncentivePlanners.pdf</p> <p>Activities to teach how to express emotions and needs (Microsoft Reflect)</p> <p>Visual and symbol supported educational resources (Boardmaker and Visual Supports)</p> <p>Social Emotional Learning tools</p>



Nonverbal Communication

The ability to understand and interpret social cues and pragmatic language (knowing what to say, how to say it, and when to say it)

Connected Skill	Instructional Strategies	Resources and Assistive Technology Supports
Understand and apply appropriate social skills	Use role play and provide direct instruction about social situations (e.g., model how to join a group, where to sit)	Visual and symbol supported educational resources (Boardmaker and Visual Supports)
Manage transitions		
Comprehend figurative speech, idioms, humour, sarcasm	Provide a daily schedule and explicitly explain what is expected over the day	Classroom accommodations for nonverbal learning disabilities (understood.org)
Understanding nuances (reading between the lines)	Monitor social interactions and provide feedback to assist with possible misperception or misinterpretation	Activities to teach how to express emotions and needs (Microsoft Reflect)
Control or coordinate movements (i.e., clumsy, poor balance, fine motor control)	Provide warnings related to transitions and possible changes in routine or plans	Identification and Management of Emotions - Resource from School Mental Health Ontario (SMHO)
Recognize and understand how people communicate without words through facial expression, body language, and tone of voice	Teach by talking rather than by showing	The NVLD Project Non-Verbal Learning Disability
Recognize emotions	Explicitly teach ways to plan, organize, and understand social situations	Social Skills in Your Classroom Reading Rockets
Express emotions	Limit or narrow down options to avoid becoming overwhelmed	Reimagining Wellness 2024 fosters well-being, creates community and supports each student in feeling safe, supported and included
Make friends and navigate relationships	Use explicit language - avoid idioms, slang, sarcasm, figurative speech	Create a social story: Templates for Personalized Teaching Stories Autism Speaks
See the big picture (e.g., get lost in the details)	Emphasize similarities, differences, and connections between details	Visual Supports (HWDSB Speech and Language Services)
Organization and planning	Breakdown abstract information into concrete terms and clues	
Spatial awareness	Help students to assess the size of a problem- is it big or is it little?	
Thinking in flexible ways (seeing the ambiguity in situations)	Explain the rationale or goal of the task to increase engagement	
Being able to generate multiple explanations (divergent thinking)	Reward system/external motivators to help see the connection between practicing skills and working towards a reward	



Other Resources - Infolets

These and other resources can be found on the HWDSB website under the [Mental Health tab](#) (Help by Topic)

YOUR CHILD HAS BEEN DIAGNOSED WITH DYSLLEXIA
WHAT DOES THIS MEAN AND NEXT STEPS

WHAT IS DYSLLEXIA?
Dyslexia is a type of Learning Disability. It involves a weakness in the part of the brain that processes the sounds of written language while reading or spelling. It results in difficulty sounding out and reading words, slow and effortful reading, difficulties spelling, and difficulty finding the right word when speaking or mispronouncing words.

- It is a brain-based disorder. Dyslexic readers use different areas of the brain than skilled readers do while reading.
- Dyslexia leads to slow and effortful reading - extra time spent decoding or recognizing words makes it hard to keep up with peers and makes it hard to understand what has been read.
- Reading comprehension problems happen because of trouble sounding out words, not because of trouble understanding language.
- Dyslexia is not a temporary lag in reading that is outgrown. With proper reading instruction and reading intervention, reading improves, but it often remains more effortful than for individuals without Dyslexia. This is why assistive technology (AT) is often introduced to work around these reading challenges. Technology such as text-to-speech programs allows individuals with Dyslexia to hear information that they need to read, which frees up mental energy to use for comprehension.
- Dyslexia is not a problem with the visual system. Individuals with Dyslexia see things the same way as everyone else. However, they have an underlying difficulty identifying speech sounds within a word (phonological awareness) and connecting speech sounds (i.e. the b's) to the letters and letter combinations (orthography) - necessary abilities for reading and spelling.
- Symptoms of Dyslexia range from mild to severe.
- Dyslexia runs in families, having a family member with Dyslexia increases your chance of having Dyslexia.

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Lost, Late and Scattered: Helping a Child with Executive Functioning Difficulties.

Prepared by HWDSB Psychological Services based on current scientific research in psychology and child development.

What is Executive Functioning (EF)?

Executive Functioning refers to brain-based skills that enable a person to manage, plan, organize and set goals to complete tasks in a timely fashion. They help to guide thinking, emotions, and behaviour.

Executive Functioning has been compared to an air traffic control system. The air traffic control system is a busy airport is required to manage arrivals and departures of multiple planes on numerous runways. In the same way, EF allows us to focus on multiple sources of information at the same time and make plans as necessary. EF is also involved in focusing, holding and working with information in mind, filtering distractions and shifting between tasks.

Executive Functioning has been found to be a better predictor of academic success than cognitive ability. Why? Because academic success is governed by the student's ability to "plan, organize and prioritize tasks, materials and information, regulate mood, ideas from details, think flexibly, remember content and monitor their progress." (National Centre for Learning Disabilities, 2013).

What causes Executive Functioning difficulties?

Basic EF skills emerge early and continue to develop through adolescence and into our mid-20s. Genetics and healthy lifestyle play a part in their development. Children may inherit their parents' weaknesses, as well as their strengths. Differences in brain structure, as well as brain injury, disease or environmental factors may have an impact on the development of EF skills. Executive functioning difficulties are not necessarily a sign of low IQ. People with Attention Deficit Hyperactivity Disorder (ADHD) and learning disabilities often struggle with EF issues, as do individuals with mood disorders and Autism Spectrum Disorder (ASD).

What do Executive Functioning difficulties look like?

Weakness in EF skills can affect all areas of an individual's life, including home, school, and work. Individuals may struggle to be organized, to manage time, to follow directions, to complete tasks, to manage their emotions, to regulate their behaviour, and to manage their relationships. These difficulties can lead to a variety of problems, including academic difficulties, social difficulties, and emotional difficulties. These difficulties can also lead to a variety of problems, including academic difficulties, social difficulties, and emotional difficulties.

People often speak of EF difficulties as if all individuals struggle in the same way. In fact, there are many different presentations of EF weaknesses. A person may have strong skills in one area, but struggle in others.

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Children and teens living with Learning Disabilities (LD) often experience feelings of inadequacy, frustration, and anxiety because their efforts at school may not result in the same grades and recognition as their peers, despite having average range intellectual skills. Not only do they struggle with school, but they also struggle with social relationships, even further, they can also place children at increased risk of experiencing mental health concerns.

The relationship between LDs and mental health is a complex one. An LD doesn't go away but the impact which learning difficulties have on a child's life can change over time, and often times, signs of mental health challenges are overlooked or misattributed to a child's learning disability. This can result in unnecessary suffering which could be alleviated with the right support. Acknowledging the increased risk of mental health concerns and putting preventative strategies in place to support children and teens with learning difficulties is essential not only to their academic development, but also to their overall well-being.

This infolet will explore the relationship between LDs and mental health, with a focus on strategies that can be used both at home and in the classroom to help build resilience and help reduce potential threats to positive mental health.

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Developmental Disabilities and Mental Health

Developmental disability is an umbrella term that covers a wide range of skills and abilities. Some developmental disabilities have a genetic origin (such as Down syndrome), some may be caused by illness or injury (such as Cerebral Palsy), and some may be caused by environmental factors (such as lead poisoning). Individuals with developmental disabilities will have more difficulty than some age peers with problem solving (thinking and reasoning) (the skills), and will require varying levels of support with daily living skills. The level of support required will depend on a range of factors, including cognitive level, developmental stage, level of mobility (physical limitations), and language/communication skills.

In Ontario, in keeping with Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act (2008), **developmental disability** means a significant limitation in:

- cognitive functioning** (cognitive capacity to reason, organize, plan, make judgments and identify consequences); and
- adaptive functioning** (capacity to gain personal independence, based on the person's ability to learn and apply social skills (learning and following social norms), practical social skills (activities of daily living), and conceptual skills (like reading, writing, and money sense) to everyday life).

Limitations are lifelong, and affect major life activities such as personal care, language skills, and learning abilities. Approximately 1 in 10 people in Canada are estimated to have a developmental disability (Centre for Addiction and Mental Health - CAMH).

Individuals with developmental disabilities experience social and learning challenges on a regular basis, and as a result of this, they may have more difficulty than some age peers with problem solving (thinking and reasoning) (the skills), and will require varying levels of support with daily living skills. The level of support required will depend on a range of factors, including cognitive level, developmental stage, level of mobility (physical limitations), and language/communication skills.

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Prepared by Psychological Services
To access an audio version of this infolet: [Click here to download](#)

Depression... When it's more than sadness



Everyone experiences periods of sadness and low mood from time to time. Most children and teens are resilient and their occasional difficulties with mood are short-lived, but sometimes the struggles continue and begin to make the child or teen feel that they are living in a sad, when this continues and begins to interfere with daily functioning, it may be a sign of **depression**. For young people (and adults), depression can present not only as sadness, but as irritability and grumpiness. Children and teens may start to isolate themselves from their peer group, resist social outings, and seem to stop enjoying sports and other activities that they once enjoyed. They may start to struggle at school, even though they had always done well, and find it difficult to focus. It can be difficult for both children/teens and their parents to see through whether their change in behaviour is a typical part of growing up, or if it is a symptom of depression.

Although you are not a mental health professional, as a parent/caregiver you know your child best and have significant influence in their life, and can provide helpful support that can make a difference if they are struggling with a mood problem such as depression. You can help them learn to recognize and manage their feelings and connect them with more support if necessary.

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Autism Spectrum Disorder (ASD) is a lifelong neurodevelopmental disorder that affects the way a person communicates and relates to people and the world around them. It is a wide range or spectrum of conditions characterized by challenges with speech and nonverbal communication, social skills, and repetitive behaviors, and can cause significant communication, social, and behavioral challenges. The learning, thinking, and problem-solving abilities of people with autism can range from very high (significantly above average) to very low (significantly below the average range). Autism exists in all cultures, ethnicities, races, and gender identities (Autism Ontario, n.d.). Approximately 1 in 26 of the Canadian population is on the autism spectrum which means there are **approximately 135,000 people with autism in Ontario** (Autism Association of Canada, 2016).

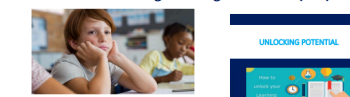
People with autism are at an increased risk of associated mental health issues, including, but not limited to, Anxiety, Attention Deficit Hyperactivity Disorder (ADHD), Depression, and Obsessive Compulsive Disorder (OCD). Recognizing and addressing these co-occurring conditions (happening at the same time) can be very challenging for parents and professionals alike because many symptoms of these conditions look similar to characteristics of autism, leading to "diagnostic overshadowing," or the mistake of attributing all symptoms to the individual's autism behaviors rather than looking for other or additional explanations. As difficult as it can be, identifying and treating the mental health issue is extremely important as these symptoms can cause more impairment to functioning than the underlying symptoms or behavior patterns of autism as it can interfere with treatment, schooling, home life, and overall quality of life (Bakley, Looking Beyond Autism, 2016).

The diagnosis of autism may mask or delay the diagnosis of a mental health concern.

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Prepared by the HWDSB's Psychology Department

Guide to Understanding Learning Disabilities (LDs)



Let's Get the Facts:

Learning disabilities are brain-based difficulties that affect how a person takes in, remembers, understands and expresses information.

People with learning disabilities are intelligent and have abilities to learn despite difficulties in processing information.

LDs can interfere with learning basic reading, writing, and math skills. They can also interfere with higher-level skills such as organization, time management and social communication.

LDs do not always present the same way. Therefore, a person's pattern of learning abilities (strengths and difficulties) needs to be understood to find good, effective strategies for compensation.

Between 5 and 10 percent of Canadians have LDs. LDs are a life-long condition - they do not go away. However, they can be successfully managed by using areas of strength to compensate an accommodations such as technology.

Universal Design (UD) Framework has helped to reduce accessibility barriers for students with an LD.



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Prepared by Psychological Services
To access an audio version of this infolet: [Click here to download](#)

Anxiety in Youth

What is Anxiety?

Anxiety is normal. It can even be helpful as it motivates you to go to work/home, or perhaps you to be better prepared for something like studying for a test or practicing before giving a presentation in front of the class. In fact, it is a survival mechanism. It is our body's way of keeping safe. It helps us respond to a threat by telling our bodies to prepare to fight, flee from the danger, or freeze. However, sometimes our brain "misfires" and tells our body to prepare for danger when there really isn't a danger present, and this causes a very uncomfortable or distressing feeling.

When teens/adults face a fear, either real or perceived, their natural response is to react with **fight, flight or freeze**. When our bodies respond with **fight** it can come across as aggression, both verbal (yelling out and arguing) or physical (throwing, kicking, shouting). It can cause irritability and defensiveness, the experience increased heart rate and muscle tension as our bodies prepare to respond. When our bodies go into **flight** mode, it means we are physically not from the classroom, ask to use the washroom (especially for children), or perhaps a parent, avoid the task altogether, or refuse to participate. When we **freeze**, we do just that, freeze in place. We can also feel numb or detached, break down in tears, and either give up on the task or develop a sense of perfectionism because we are frozen in fear of making an error and become consumed with making it perfect.

Anxiety not only affects your body, it also affects your thoughts and behaviours. Anxiety feelings show themselves in three ways: **physical** (what you feel), **thoughts** (what you see in your mind), and **behaviors** (what you do). Now these symptoms display themselves can be quite different in each person. When you are anxious, you may feel like the anxiety is going to last forever. But anxiety is temporary and will eventually decrease. The

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Starting kindergarten can be an exciting time in a child's life. It means making new friends, learning new things, and developing independence. However, for some children, this transition is extremely challenging. Instead of seeing this as a fun adventure, it can feel scary and scary and overwhelming. The first thing to remember is that a certain amount of anxiety (and fear) is normal. Most children (and their parents/caregivers) have some worries about beginning school. After all, it is a new building, new people, new routines, and all of this is happening without the comfort of a parent/caregiver or family member at their side. Most children will settle into their new environment and routine within a month, but some require extra support to ensure a smooth transition.

Children look to the adults in their lives for guidance and comfort, so it is very important that you are providing a calm, helpful example for your child in showing them how to handle stressful situations. The goal is to think for them healthily ways to cope when having stressed - send them a message that you have confidence that they can handle things that feel scary!

This short video from AnxietyCanada has some wonderful tips for setting your child up for a successful start to their school day: [https://www.youtube.com/watch?v=7x3v3v3v3v3](#)

When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos.

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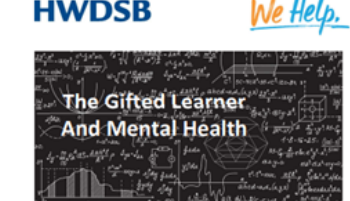


You probably noticed that your child was different from the other kids when he or she was quite young. It may have been that he responded in a bigger or louder manner when told it was time to leave the park, or that he did not seem to notice who was among the other children and was always "in their face" and would not stop talking. Or you were the only parent at the state park after school because you needed to let him out but his "other" behavior made him seem to be "in his own world" when he started school, and even though the "other" behavior, he could not seem to grasp the classroom routine or even the ABCs and always seemed out of control in a classroom. You may have blamed yourself and questioned if you just needed to be more consistent and disciplined, or thought maybe you just needed to limit sugar foods, even though you did not feed your son more sugar than the other parents did.

And that you found out that your child had the ABCs of all Canadian children, but an Attention Deficit/Hyperactivity Disorder or ADHD (now known as ADHD according to the DSM-5). One of the most important things you should take from this diagnosis is that this is **not your fault**. As Dr. Russell Barkley tells us, you cannot "cause ADHD" in a child, even with zero discipline and a horrible diet. ADHD is a biological, brain-based disorder and not the result of poor parenting, sugar foods, or too much screen time.

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In Ontario, the Ministry of Education defines a gifted learner as one who has an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated (Education). This means that students who are found to be intellectually "gifted" generally understand concepts at a more advanced level, and learn more material faster than some age peers. Although students with a gifted learner profile often perform well academically, an advanced level of general intellectual ability is not always evident by just looking at a student's academic achievement.

Intellectual skills are only part of what contributes to any child's overall development and well-being. Like all individuals, each child can have both highly advanced intellectual skills to envision, and has individual areas of interest, and a distinct profile of strengths and weaknesses. Unseen (unrecognized) patterns of development commonly experienced by many children and teens can appear more pronounced among children with highly advanced development in one domain such as intellectual functioning (Intellectual Association for Gifted Children). For example, a child who may be able to read material several years above grade level, may have motor skills that fall in an age band (average) range, resulting in typically developing motor skills presenting as an unexpected weakness. However, this is a relative weakness only when compared to the child's other exceptional skills that put not a weakness in comparison with what is expected based on age.

ACCESSIBILITY FEATURES

in HWDSB's Elementary

VIRTUAL LIBRARY

Logging into the Virtual Library in 1, 2, 3:

1. Have your board-issued email and password ready. Don't have it? *Check with your teacher.*
2. Visit HWDSB's Student website & log into the Hub.
3. Click the Virtual Library button or search for [HWDSB Virtual Library](#).



Sora

Popular reading App for students in K-12

- Increase/decrease font size
- Audiobooks and read-along titles available
- Colour contrast
- Alternative fonts



ON-Core

Multimedia correlated to the K-12 ON curriculum

- Closed captioning
- Video transcription available
- Can request CC on videos without, contact the SLC to request.



Curio

10,000+ high-quality videos and podcasts

- Closed captioning
- Video transcription available, including interactive transcription



Britannica Elementary

Research database geared to students in grades JK-5.

- Option to choose reading levels
- Increase/decrease font size
- Text-to-speech available
- Alternative fonts



PebbleGo

Research Database specifically designed for JK-3 students.

- Read-along feature
- Default large type font
- Transcripts for videos
- Screen reader support



Gale Elementary

Geared to students in grades JK-4.

- Alternative font sizes
- Ability to adjust font spacing
- Colour contrast
- Text-to-speech available
- Screen reader support



Click the icon to go to the resource

ACCESSIBILITY FEATURES

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Logging into the Virtual Library in 1, 2, 3:

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Sora

Popular reading App for students in K-12

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- Alternative fonts



ON-Core

Multimedia correlated to the K-12 ON curriculum

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- Video transcription available
- Can request CC on videos without, contact the SLC to request.



10,000+ high-quality videos and podcasts

- Closed captioning
- Video transcription available, including interactive transcription



Britannica High

Research database geared to students in grades JK-5.

- Option to choose reading levels
- Increase/decrease font size
- Text-to-speech available
- Alternative fonts



Gale High

Gale High is geared for students in grades 9-12.

- Increase/decrease font size
- Adjust font spacing
- Colour contrast
- Text-to-speech
- Screen reader support

Need More Help?

- Check with the Teacher Librarian in your school
- Check with the Learning Commons Technician in your school
- Email slc@hwdsb.on.ca



Click the icon to go to the resource

ACCESSIBILITY SYMBOLS

VIRTUAL LIBRARY

Accessibility in Databases

Many databases offer accessibility features that help make learning inclusive for all students. Below are common symbols and their meanings.



Text to Speech:
words read aloud to assist with auditory processing.



Font Size:
increase or decrease the font size.



Alternative Fonts:
Different fonts offered for easier visual processing.



Closed Captions:
Shows spoken dialogue as text on the screen.



Transcription:
written text of audio/video recordings.



Translation:
Represents multiple language options.

HWDSB VIRTUAL LIBRARY



Find Resources with these accessibility features on the [HWDSB Virtual Library](#).



slc@hwsdb.on.ca

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SYSTEM LEARNING COMMONS

Student Support Template

- 1 Review Psychological Assessment Report and IEP Strengths and Needs charts.
- 2 Choose an area of processing need from the Strengths and Needs chart that is included in the BRAIN document (e.g., Phonological Processing)

- 3 Utilize the BRAIN document to define selected areas of need. Identify connected skills and academic tasks that may be challenging. Select an Instructional Strategy and Resource/AT Support to facilitate student learning.

Processing area of Need: _____
Definition: _____

Connected skill: _____

Academic impact: _____
Instructional strategy: _____

Resource or AT support: _____

- 4 Choose an area of processing strength from the Strengths and Needs chart that is included in the BRAIN document and can be used to support learning.

Processing area of Strength: _____
Definition: _____

Connected skill: _____

Related academic strength: _____
Instructional strategy to leverage strength: _____

- 5 Use the information above to update the IEP.
- 6 *Universal Design for Learning* - Consider other students in the classroom who might benefit from these strategies.

[Link to editable version](#)

