



**TEACHERS' GATEWAY TO
SPECIAL EDUCATION**



Scenarios

<https://www.teachspeced.ca/node/1>

Non-compliance?

A new student has just joined your class from another school. She's not participating and swipes things off of her desk onto the floor. The OSR has not yet arrived.



IPRC=Autism Spectrum Disorder

You have a student who has an IPRC exceptionality of ASD, and the parents have told you their son has Asperger's, and can have meltdowns when asked to do new things.

ASD LEVEL 1

Requiring Support



- Difficulty understanding & following social rules
- May appear uninterested in social interactions
- Difficulty switching between tasks, staying organized, and planning

ASD LEVEL 2

Requiring Substantial Support



- May have limited social interactions with a high interest in specific topics
- Difficulty with verbal and nonverbal communication
- Repetitive and restrictive behaviors are more frequent

ASD LEVEL 3

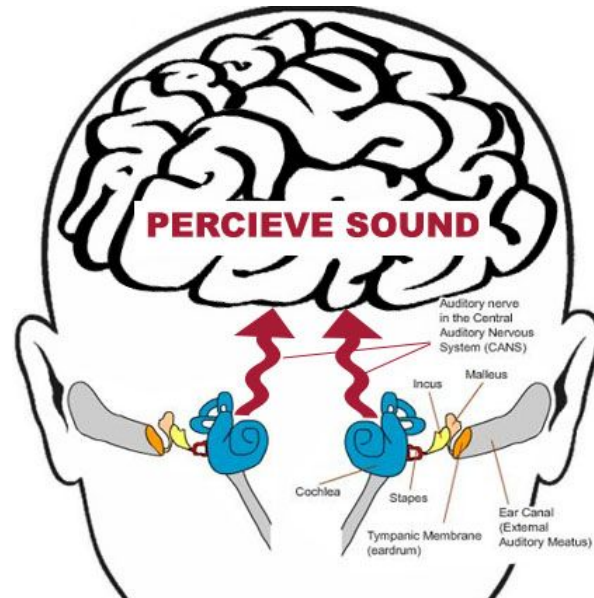
Requiring Very Substantial Support



- Severe communication deficits, such as being nonverbal
- May prefer solitary activities
- Extreme distress with changing focus from one activity to another

Central Auditory Processing Disorder Diagnosis

One of your students has handed you an envelope sent from home with a report diagnosing Central Auditory Processing Disorder, and you've never taught a student with this before.

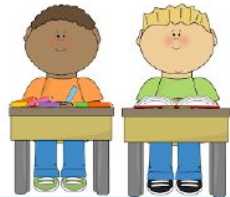


Accommodations or Modifications?

A student has been struggling to demonstrate the curriculum expectations. You're not sure if you should implement accommodations or modifications.

ACCOMMODATIONS vs MODIFICATIONS

ACCOMMODATIONS change **HOW** a student accesses instruction and demonstrates proficiency
They do NOT change learning expectations



HOW

MODIFICATIONS change **WHAT** the student is expected to learn. Course or activity expectations **ARE** modified to meet the needs of the student



WHAT