



# Learning Disabilities K-12

**BUILDING STRENGTH AND INDEPENDENCE**

**A NEW BRUNSWICK FRAMEWORK**

December 2023

Department of Education and Early Childhood Development – Anglophone







# Introduction

# ACKNOWLEDGEMENTS

A number of people worked collaboratively to create this Framework document.

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# PURPOSE AND VISION

The purpose of this Learning Disabilities Framework document is to assist educators in effectively structuring the learning environment to support students with learning disabilities. This document provides an overview of learning disabilities and offers evidence-informed instructional practices and strategies for educators and families.

The vision for the Framework document is to unlock the potential for students with learning disabilities to succeed in New Brunswick schools by:

- empowering students and families/caregivers to become informed advocates within the school environment; and,
- supporting educational professionals through instructional best-practices such as Universal Design for Learning (UDL) and Response to Intervention (RTI).

Collaborative consultation and planning are best practices supported by the Department of Education and Early Childhood Development (EECD) as they enhance the philosophy of inclusive education and involve all stakeholders in planning, implementing, and monitoring programs for students with diverse learning needs.

Current educational practices demonstrate the importance of using a strength-based approach with students to unlock their potential, using their individual strengths to foster positive outcomes. This Framework is an evidence-informed tool for educators who work with students with learning disabilities (LD) so that they can help leverage student strengths and integrate best practice strategies to build independence; and, it is a resource for suggested strategies, supports, and accommodations that can support students throughout their educational experience.



# PRINCIPLES OF INCLUSIVE EDUCATION

Inclusive education is the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interest of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community.

These values and beliefs will be shared by school and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive New Brunswick society.

The goals and principles (Section 5.0) of Policy 322, *Inclusive Education* are:

## 5.1 Inclusive public education:

- Recognizes that every student can learn.
- Is universal – the provincial curriculum is provided equitably to all students and this is done in an inclusive, common learning environment shared among age-appropriate peers in their neighbourhood school.
- Is individualized – the educational program achieves success by focusing on the student’s strengths and needs and is based on the individual’s best interest.
- Is requiring school personnel to be flexible and responsive to change.
- Is respectful of student and staff diversity in regard to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.
- Is delivered in an accessible physical environment where all students and school personnel feel welcome, safe and valued.

**5.2** A key element of sustaining an inclusive education system consists of the removal of barriers to learning as well as ensuring access to learning opportunities for relevant school personnel. The Department of Education and Early Childhood Development and districts must establish and maintain a professional learning program to ensure that educational staff have the knowledge and skills needed to provide effective instruction to a diverse student population.

**5.3** Inclusive education practices are not only necessary for all students to develop and prosper but also critical to building a society that is inclusive of all people and their basic legal right, civil and human rights.<sup>1</sup>

**NOTE: The information presented in the Framework is not intended to be exhaustive. Key issues, strategies, and processes are highlighted. The information contained in the Strategies and Supports for Learning section is to be used to support students’ learning while in school and at home, and not for diagnostic purposes.**

# STRENGTH-BASED APPROACH

Building strength and independence is a critical task for those who interact with students who have learning disabilities. This can be accomplished by:

- using strength-based best-practices such as Universal Design for Learning (UDL), Response to Intervention (RTI), and Social Emotional Learning (SEL);
- teaching self-determination, self-advocacy, self-efficacy; and,
- developing agency in students with LD.

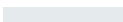
Strength-based planning empowers students to capitalize on their strengths to independently problem-solve and address their areas of need. It allows students to create a positive self-narrative and move beyond any potential negative feelings about themselves. It enables families/caregivers and students to become informed advocates within the school environment.







Anyone can have a learning disability. It is estimated that ten percent (10%) of the general population has some form of learning disability. Learning disabilities are lifelong. Students with learning disabilities generally have average or above average intelligence; however, learning disabilities may present as unforeseen academic underachievement. The way they are expressed may vary over a student's lifetime, depending on the interaction between the demands of the environment and the student's strengths and needs.<sup>2</sup>





# Section I: Defining

# Learning Disabilities

**DEFINITION AND DIAGNOSIS**

**COMMON FEATURES**

**ACADEMIC AND SOCIAL INDICATORS OF A POTENTIAL LEARNING DISABILITY**

**ADDITIONAL LANGUAGE LEARNERS (ALL)**





LD is an umbrella term and there is great variability within types and expression of LD. Many students have learning difficulties, yet they do not have learning disabilities. Recognizing that a student *may have* a learning disability requires observation in the classroom and at home, as well as the collection of information over time. Commonly recognizable features and indicators may vary as the student progresses throughout their education

LDs may be co-morbid, meaning that they may co-exist with various other conditions including attention, behavioural and emotional disorders, sensory impairments, or other medical conditions. The definition, diagnosis, and information regarding common features and indicators provided here are intended to help educators and families/caregivers recognize a *potential* LD in a student and seek appropriate assistance and are not intended to be used as a screening and/or diagnostic tool.

Associations such as the Learning Disabilities Association of Canada and the American Psychiatric Association provide information that is useful to and informative for educational professionals and families/caregivers.



# DEFINITION AND DIAGNOSIS

OFFICIAL DEFINITION ADOPTED BY THE LEARNING DISABILITIES ASSOCIATION OF CANADA  
JANUARY 30, 2001, AND RE-ENDORSED ON MARCH 2, 2015

Learning Disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g., planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

- oral language (e.g., listening, speaking, understanding);
- reading (e.g., decoding, phonetic knowledge, word recognition, comprehension);
- written language (e.g., spelling and written expression); and,
- mathematics (e.g., computation, problem solving).

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

Learning disabilities are lifelong. The way in which they are expressed may vary over an individual's lifetime, depending on the interaction between the demands of the environment and the individual's strengths and needs. Learning disabilities are suggested by unexpected academic under-achievement or achievement which is maintained only by unusually high levels of effort and support.


Learning disabilities are due to genetic and/or neurobiological factors or injury that alters brain functioning in a manner which affects one or more processes related to learning. These disorders are not due primarily to hearing and/or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation or ineffective teaching, although these factors may further complicate the challenges faced by individuals with learning disabilities.

Learning disabilities may co-exist with various conditions including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.<sup>2</sup>

According to the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, 2013) of the American Psychiatric Association, learning disability is now listed under Neurodevelopmental Disorders: Specific Learning Disorder.<sup>3</sup>

**Please note: Terminology and diagnostic criteria to explain the types of learning disabilities used by a variety of national and provincial associations vary and change over time. This document uses the four bulleted types, including organization skills, listed in the above definition.**

# COMMON FEATURES OF LEARNING DISABILITIES



TYPICALLY  
HAVE AVERAGE  
OR ABOVE AVERAGE  
INTELLIGENCE AND MAY  
REQUIRE ADDITIONAL  
HELP IN ONE OR  
TWO AREAS.

OFTEN  
CHARACTERIZED BY  
UNEXPECTED ACADEMIC  
UNDER-ACHIEVEMENT  
OR ACHIEVEMENT THAT  
IS MAINTAINED ONLY BY  
UNUSUALLY HIGH LEVELS  
OF EFFORT AND  
SUPPORT.

MAY INVOLVE  
DIFFICULTIES WITH  
ORGANIZATIONAL SKILLS,  
SOCIAL PERCEPTION,  
SOCIAL INTERACTION,  
AND PERSPECTIVE  
TAKING.

MAY CO-EXIST  
(CO-MORBID) WITH  
VARIOUS CONDITIONS  
INCLUDING ATTENTIONAL,  
BEHAVIOURAL, AND  
EMOTIONAL DISORDERS,  
SENSORY IMPAIRMENTS  
OR OTHER MEDICAL  
CONDITIONS.

# ACADEMIC AND SOCIAL INDICATORS OF A LEARNING DISABILITY

*This is not an exhaustive list of indicators that are available to educators.* As with other student concerns, educators may wish to consult with the Education Support Services Team (ESST) in their school and/or their Professional Learning Community (PLC).<sup>4, 29</sup>

## ELEMENTARY AGE LEVEL

- Trouble learning the connection between letters and sounds
- Unable to blend sounds to make words
- Confuses basic words when reading
- Consistently misspells words and makes frequent reading errors
- Slow recall of facts
- Trouble learning basic math concepts
- Difficulty telling time and remembering sequences
- Slow to learn new skills

## MIDDLE GRADE AGE LEVEL

- Difficulty with reading comprehension and/or math skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud
- Spells the same word differently in a single document
- Poor organizational skills (bedroom, homework desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Poor handwriting (illegible, slow, or inconsistent)
- Reluctance to write at all

## UPPER GRADES AGE LEVEL

- Weak grasp of explanations
- Poor written expression
- Trouble summarizing
- Difficulty studying for and taking tests
- Weak cumulative memory
- Slow work pace
- Poor grasp of abstract concepts
- Failure to elaborate/provide details

## HIGH SCHOOL STUDENTS

- Works slowly; either pays too little attention to details or focuses on them too much
- Misreads information, poor grasp of abstract concepts
- Avoids reading and writing tasks
- Frequently misspells words or spells the same word differently in a single piece of writing
- Struggles with summarizing and has trouble with open-ended questions
- Shows weak memory skills

## ADDITIONAL LANGUAGE LEARNERS

- Difficulties expressing themselves and articulating sounds in their first language
- Struggles with the repetition of words
- Expresses feelings of unhappiness about school in general\*
- Exhibits a change in behaviour and social problems\*
- Experiences anger towards family\*
- Disengages in activities they would normally enjoy
- Experiences a loss in self-confidence\*
- Expresses a lack of interest in learning the language

*\*as it relates to some students, may be trauma or adjustment related*

## SOCIAL INDICATORS

- Appears to find social situations and adjusting to new settings difficult
- May misinterpret social cues and/or social situations
- Interactions with peers seem difficult; may have difficulty making and keeping friends
- Seems unaware of physical surroundings, may be prone to accidents, and shows poor coordination
- May be impulsive
- Shows difficulty making decisions
- Easily distracted and is restless

# ADDITIONAL LANGUAGE LEARNERS

Additional language learners (ALL) include all students who are engaged in full time studies in a language that is different from the language generally used in the home (e.g., newcomers to the province and students studying French Immersion). EECED is committed to providing learning environments where ALL develop the social and academic language needed to enable them to be socially confident, academically ready, independent users of language, and who are recognized for their unique identities and strengths.

Distinguishing the difference between a learning disability and learning an additional language may be difficult. It is necessary to ensure that the principles of both Universal Design for Learning (UDL) and Response to Intervention (RTI) are consistently being implemented. Providing a variety of teaching and assessment strategies, and building on ALL diverse backgrounds, experiences, and knowledge, will provide students with enriched learning experiences.<sup>5</sup> Students who have been provided with the opportunity to learn through evidence-informed, robust instructional support, as appropriate, and continue to exhibit difficulties, may need additional, targeted interventions.<sup>6</sup>

Students learning French as an additional language may be supported by using a Personalized Learning Plan (PLP), if needed. Students learning English as an additional language (English language learners) may be supported by using a Newcomer Support Transition Plan (NSTP) (Language Support Plan and/or a Literacy Development Plan) found in ESS Connect, an electronic system for appropriate staff to record, monitor, collaborate, report on, and communicate about student support services.

## NEWCOMER SUPPORT TRANSITION PLAN (NSTP)

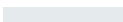
Language Support Plan (LSP)	Literacy Development Plan (LDP)
A student on an LSP is working on English language acquisition but possesses literacy and learning strategies in one or more languages. NOTE: The same proportion of LSP students will have additional needs as would be present in the rest of the student population.	A student on an LDP has limited, interrupted, or no prior schooling. First language literacy and numeracy skills are not available to help scaffold the learning of the language of instruction. NOTE: The same proportion of LDP students will have additional needs as would be present in the rest of the student population.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. It is important for educational professionals to recognize their own biases and not to assume levels of physical, social, or academic competencies based on gender, culture, language level, or socio-economic status. School team members, including members of the Education Support Services Team (ESST) and, if needed, a district English as an Additional Language Specialist, collaborate with teachers and families/caregivers to provide the appropriate student supports.

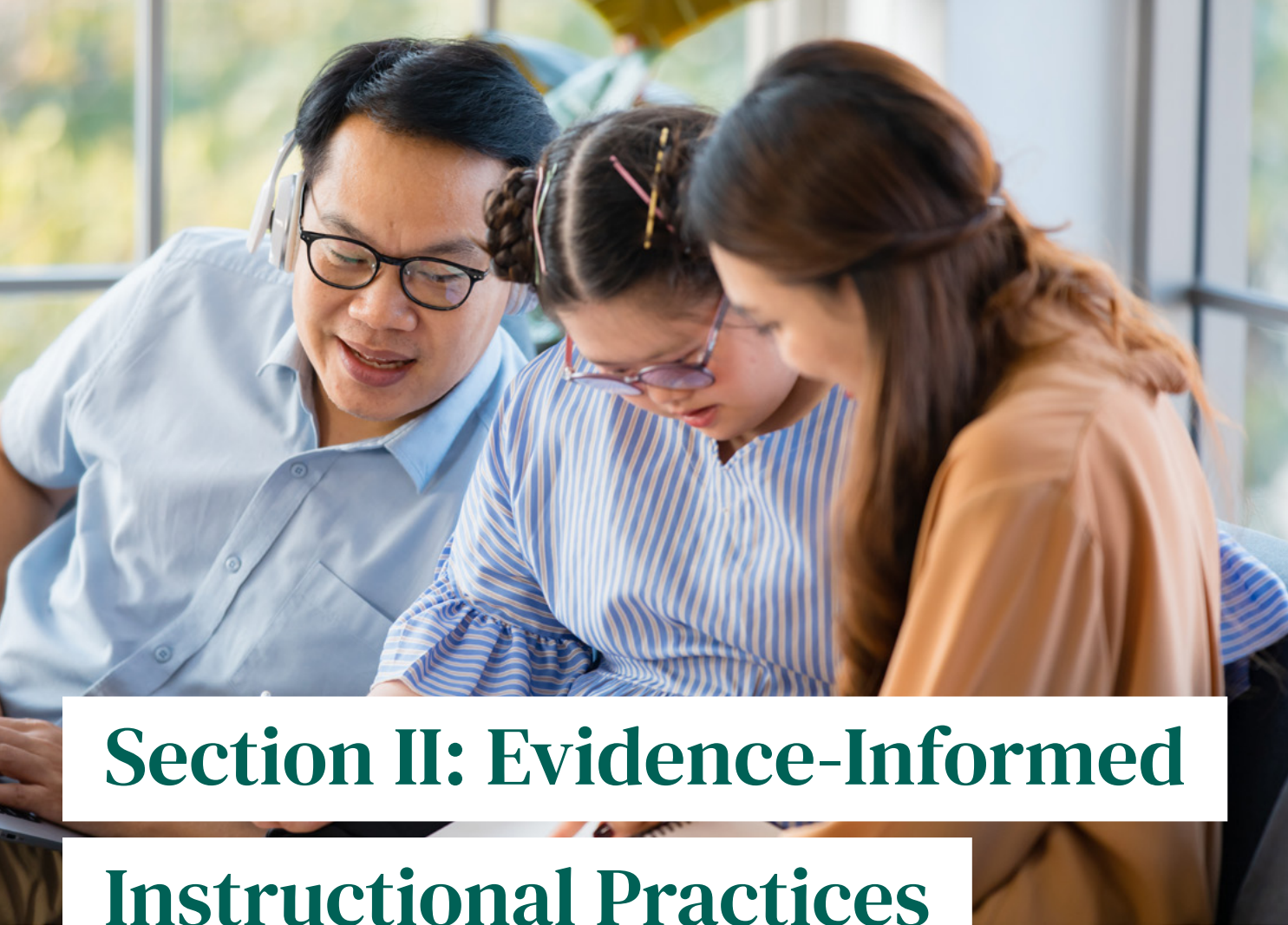
**Suggested strategies and supports for learning for additional language learners who show indications of a learning disability can be found in Section IV, Strategies and Supports for Learning.**











# Section II: Evidence-Informed Instructional Practices

TEACHING PROCESS MAP

INTERVENTION PROCESS MAP

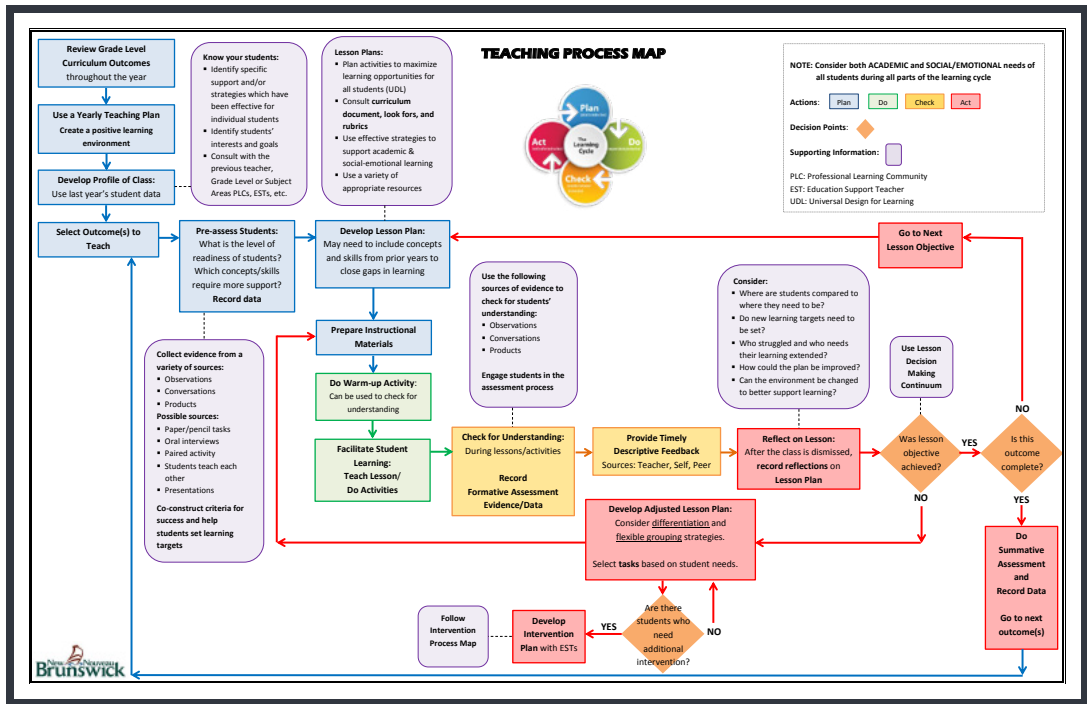
UNIVERSAL DESIGN FOR LEARNING (UDL)

RESPONSE TO INTERVENTION (RTI)

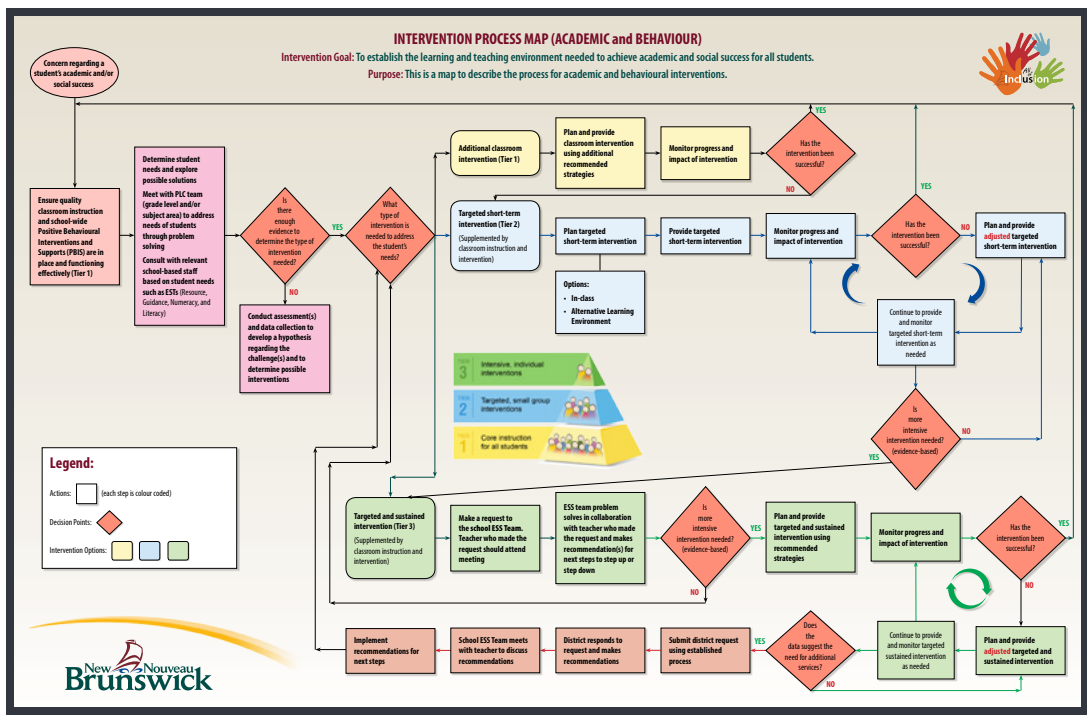
FORMATIVE ASSESSMENT TO SUPPORT RTI

SOCIAL-EMOTIONAL LEARNING (SEL)

# TEACHING AND INTERVENTION PROCESS MAPS



Used together, the Teaching Process and Intervention Process Maps are visual representations of the RTI process. Applying UDL and formative assessment practices, teachers instruct and intervene in a timely manner throughout the teaching and learning cycle.



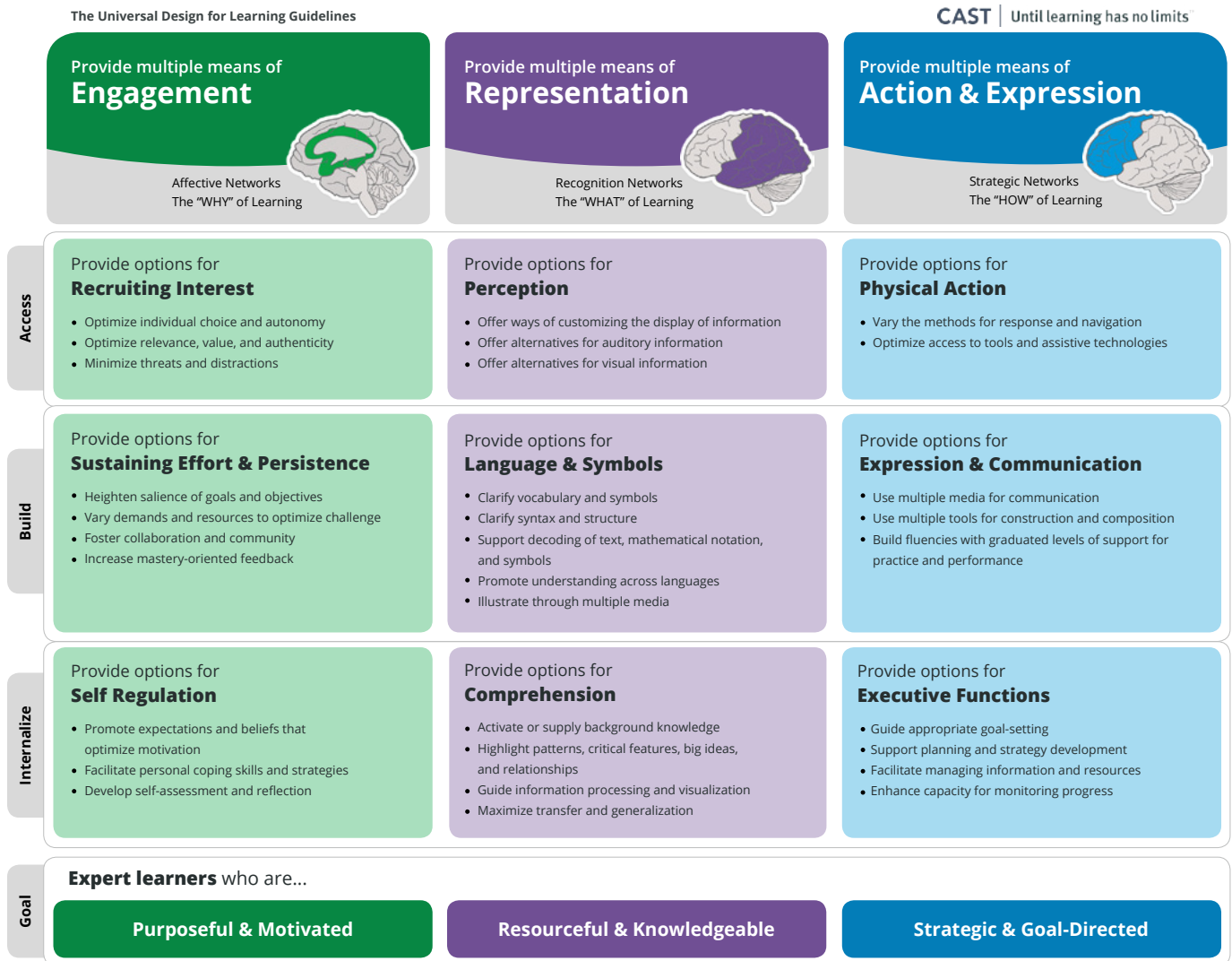




# UNIVERSAL DESIGN FOR LEARNING (UDL)

UDL is a research-based set of principles used to guide the design of learning environments that can become accessible and effective for every student. UDL is a framework developed by CAST, a non-profit education research and development organization that created the Universal Design for Learning Framework and the UDL Guidelines.<sup>7</sup>

UDL has three main principles: Engagement, Representation, Action & Expression.<sup>8</sup>



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UDL can be used in all instructional settings. Using UDL means that information and/or materials are adapted to the student rather than expecting the student to adapt to the information and/or materials.<sup>9</sup> It is a framework for teaching that can transform all instructional settings and materials into rich, barrier-free learning environments, giving every student the chance to succeed.<sup>10</sup> UDL is the starting point for all students. For some students, additional supports and strategies will be required.

UDL does not discriminate among student populations. It is based on brain science, recognizing that how we learn is as different as “each snowflake that falls”.<sup>10, p.10</sup> It further recognizes that some students will require additional supports; however, UDL recommends using and implementing a variety of the ideas offered in the Framework.<sup>10</sup>

## THREE PRINCIPLES OF THE UDL GUIDELINES

### ENGAGEMENT

*For purposeful, motivated learners, stimulate interest and motivation for learning*

The guidelines recommend how teachers can prime students to learn, hook them into the lesson, and provide structures so the students become self-managed learners.<sup>10</sup> UDL encourages teachers to explore various methods to motivate students (e.g., letting them make choices and providing classroom activities that they feel are relevant to them; creating games and giving students the freedom to move around the classroom to build skills).<sup>9</sup>



### REPRESENTATION

*For resourceful, knowledgeable learners, present information and content in different ways*

The guidelines communicate “what students need to learn by defining and explaining language, syntax, and numbers, and by providing them with situations in which they can absorb knowledge in their own ways”.<sup>10, p.14</sup> UDL encourages teachers to present information in a variety of ways (e.g., providing text that meets the student’s learning styles and in multiple ways by using resources in more than one format, such as textbooks, hands-on learning, and audio formats).<sup>9</sup>



### ACTION AND EXPRESSION

*For strategic, goal directed learners, differentiate the ways that students can express what they know*

The guidelines recommend how students communicate “what they know through action, include the use of no-tech, low-tech, and high-tech materials and allow students to practice how to plan, retain attention, problem-solve, reason, initiate and monitor their own activities”.<sup>10, p.14</sup> UDL encourages teachers to provide several methods for students to interact with the information and their materials so that they can demonstrate what they have learned. By giving multiple options for demonstrating learning, UDL does not set those students apart who may have accommodations from others.<sup>9</sup>

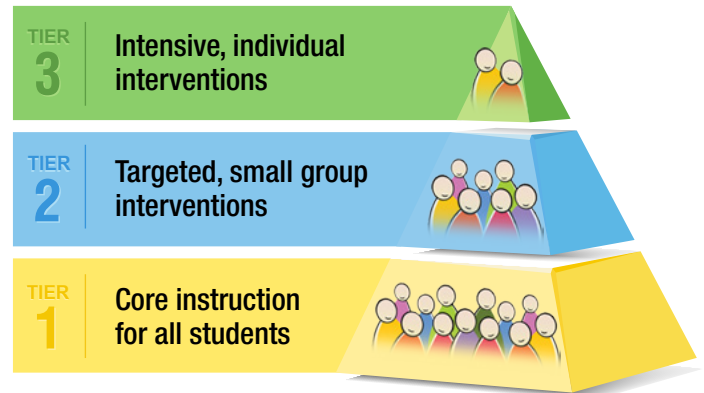


Additional information on the Guidelines can be found under Section IV: Strategies and Supports for Learning.

# RESPONSE TO INTERVENTION (RTI)

RTI is a model for providing high quality instruction and intervention to meet the needs of all learners and is both prevention and intervention focused. It is a flexible framework that includes academic as well as behavioural instruction and interventions and allows for learner movement between tiers. Progress is monitored closely and decisions about instructional needs are based on data collected from on-going formative assessment. It is a step-up, step-down fluid process.

Using the RTI framework, the ESSTs in collaboration with other educators and stakeholders can provide supports for prevention and intervention for all students, not just those requiring a personalized learning plan.<sup>11</sup>



## TIER 1 – 80-85% OF LEARNERS

### UNIVERSAL INSTRUCTION FOR ALL LEARNERS

Tier 1 begins with a comprehensive curriculum that is delivered with high quality evidence informed instruction and interventions. Tier 1 instruction and interventions are universal and available to all learners in the common learning environment.

## TIER 2 – 5-10% OF LEARNERS

### TARGETED, SMALL GROUP INTERVENTIONS (TIER 2)

Tier 2 provides interventions that supplement, enhance and support Tier 1 strategies, and are provided to small groups of learners. In addition to the same instruction as learners in Tier 1, they also receive targeted interventions that are provided by the classroom teacher, and/or when necessary, ESS staff.

## TIER 3 – 3-5% OF LEARNERS

### INTENSIVE, INDIVIDUAL INTERVENTIONS (TIER 3)

Tier 3 provides intense interventions for groups of one to three learners. This level is a supplement to Tier 1, not a replacement. Tier 3 is personalized for small group and/or individualized instruction that is typically extended beyond the time and intensity allocated for Tier 1 and Tier 2. It is possible that some learners may go from receiving Tier 1 to Tier 3 interventions and not receive Tier 2 support.

**Note: If the collection of evidence, over time, while ensuring effective instructional practices at all 3 Tiers, shows patterns and lack of progress, additional intervention may be required.**



# FORMATIVE ASSESSMENT TO SUPPORT RTI

Assessment for learning is like the GPS of learning as it involves seeking the answers to three key questions:

- Where am I going?
- Where am I now?
- How will I get there?

Formative assessment improves learning with:

- Evidence collected and examined on an ongoing basis to make informed instruction decisions;
- Specific and descriptive feedback;
- Information to plan for learning that happens at different rates and is shown in many ways; and,
- Specific information and a process to help learners take responsibility for their own learning.

Formative assessment is a teaching and learning process that is frequent and interactive. Formative assessment provides ongoing feedback for understanding and progress to inform adjustments in teaching and learning throughout the entire learning cycle.<sup>12</sup>



# SOCIAL-EMOTIONAL LEARNING (SEL)

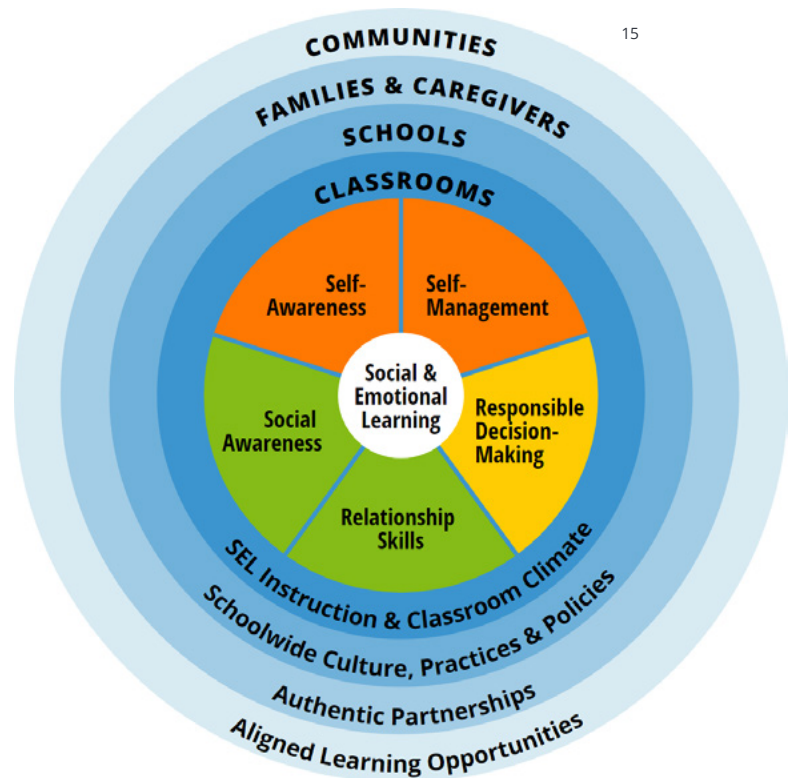
CASEL defines social-emotional learning as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible, caring decisions.”<sup>13</sup> Teaching social-emotional learning to students with learning disabilities, in tandem with teaching oral language, reading, written language, mathematics, and organizational skills, fosters resilience and empathy, supports decision-making and problem-solving skills, and helps in dealing with mistakes.<sup>14</sup>

## THE SOCIO-EMOTIONAL FRAMEWORK

The five core competencies of social-emotional learning are:

1. *Self-awareness* – ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behaviour; ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
2. *Self-management* – ability to successfully regulate one’s emotions, thoughts, and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself; ability to set and work toward personal and academic goals.
3. *Social awareness* – ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; ability to understand social and ethical norms for behaviour and to recognize family, school, and community resources and supports.
4. *Relationship skills* – ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups; ability to communicate clearly, listen well, cooperate with others resist inappropriate social pressure, negotiate conflict constructively, and, seek and offer help when needed.
5. *Responsible decision-making* – ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms; realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Using CASEL’s social-emotional framework helps create positive learning environments that support the development of agency,<sup>15</sup> self-determination, advocacy, and efficacy in students.



The brain must be in the proper emotional state to be capable of learning.<sup>16</sup>

# AGENCY AND SELF-DETERMINATION

In New Brunswick's *Portrait of a Learner*, agency is defined as a person's belief and capacity to take meaningful action in pursuit of learning and to participate fully in their local, virtual, and global communities. The mindset to become lifelong learners, achieve personal fulfillment, and contribute to a democratic society is realized through a learner's agency. Examples include developing a new competency at school to prepare for employment, organizing a community garden to supply a local shelter with fresh foods, and improving the design of a sustainable and portable lamp for impoverished communities abroad. These actions require both the belief to begin and to persevere along with the capacity to make life better for oneself and for others.<sup>17</sup>

An individual's belief in their ability to take action is informed by their feelings and perceptions and is best understood through self-determination theory in which learners identify as autonomous, competent, and related. Equally important is a person's capacity: the literacies and competencies developed through their educational and life experiences. The concepts of self-determined learners and capable learners are interconnected as each informs and strengthens the other.<sup>17</sup>

Self-determined learners believe they have the **autonomy**, **competence**, and **relatedness** to be successful in taking action. Learners who are self-determined have a greater sense of identity and purpose, take greater ownership of their actions and learning, display greater confidence and self-efficacy, and are typically more motivated and engaged. People who feel they have autonomy, competence, and relatedness also tend to experience greater well-being and resilience. They see their daily lives as part of their greater purpose. Through their learning and lived experiences, learners develop a better sense of their strengths, their communities, and belonging. Their voices, and the voices of others, matter in learning, work, and life.<sup>17</sup>

## *Autonomy*

Freedom to choose and decide, having choice and voice.

## *Competence*

The ability to do something successfully.

## *Relatedness*

A feeling of belonging or connection with others.<sup>17</sup>

Examples of universal strategies to support self-determination theory include:

- *Autonomy* - Give choice and meaningful explanations for activities; let students know that their feelings about activities are acknowledged.
- *Competence* - Conduct relevant evaluations and feedback; give challenging tasks that are optimal for students.
- *Relatedness* - Show respect to students, including caring and warmth.<sup>18</sup>

Using self-determination theory to develop agency in students with learning disabilities supports them to become their own self-advocate and enhances outcomes across their lifespan. They understand that their voice matters in learning, work, and life. Self-advocacy, or being a self-advocate, means that a person makes decisions based on what they want, both now and in the future, and communicates those decisions to those around them.

Self-efficacy results from the perceptions and beliefs that people hold regarding their ability to perform successfully in a particular situation and are developed over time. These beliefs impact many areas of a student's life including goals, decision-making, and how much effort they will direct towards completing an activity, including persistence when facing obstacles or challenges. Research shows that for students with learning disabilities, self-efficacy plays a role in retention, relatedness to the school context, and overall academic success.







# Section III: Supports for Instruction and Assessment

**ACCOMMODATIONS**

**PERSONALIZED LEARNING PLANS (PLP)**

**TRANSITION PLANNING**

**ASSISTIVE TECHNOLOGY AND ADAPTIVE EQUIPMENT (ATAE)**

# ACCOMMODATIONS

Accommodations can help students successfully meet curricular outcomes and, in turn, demonstrate their learning. Accommodations are measures that allow an individual experiencing an obstacle to learn to gain access to and achieving success in regular classroom learning activities. This may involve removing barriers, ensuring accessibility, adjusting to instructional strategies, providing one-on-one assistance or allowing some extra time to complete a task. These, and similar strategies, help students to reach their potential, both academically and socially. Accommodations for day-to-day classroom learning, classroom assessments, and provincial assessments can be used to support students and fall into two broad categories: universal and justified.

**Universal Accommodations** are those strategies, technologies or adjustments (good teaching strategies) that enable a student to reach the prescribed outcomes and can be used as needed. These accommodations are not documented within the PLP.

**Justified Accommodations** are documented strategies, technologies, or adjustments without which the student would not be able to demonstrate knowledge. These accommodations are documented within the PLP, are part of the student's daily functioning, and require prior approval to be accessed during provincial assessments.<sup>19</sup>

Aligning UDL principles with universal accommodations during instruction and assessment, provides students with multiple ways to demonstrate the what and the how of their learning.

The questions below are designed to serve as a tool to help teachers and ESS teams discuss and determine what accommodations a student needs in the classroom and/or during assessment. They have been adapted from the US Dissemination Center for Children with Disabilities and changed to reflect the Canadian educational context.<sup>20</sup>

- What kinds of instructional strategies (e.g., visual, tactile, auditory, combination) work best for the student?
- What learning strategies will help the student overcome challenges?
- What accommodations increase the student's access to instruction and assessment?
- What accommodations has the student tried in the past?
- What has worked well and in what situations?
- What accommodation(s) does the student prefer?
- Are there ways to improve the student's use of the accommodation?
- Does the student still need the accommodation?
- What are the challenges of providing the student's preferred accommodations and how can these be overcome?
- Are there other accommodations that the student should try?
- Are there ways the student can use preferred accommodations outside the school (e.g., at home, on the job, in the community)?
- Are preferred accommodations allowed on provincial and district assessments?
- How can the student learn to request preferred accommodations (e.g., self-advocacy)?
- Are there opportunities for the student to use preferred accommodations on practice tests?
- What arrangements need to be made to make sure the student's preferred accommodations are available in assessment situations?
- How can the actual use of accommodations be documented?



Working from a UDL perspective, and to ensure that all instruction and assessments are inclusive for students, a range of accommodations are available for students and are grouped into four types. Students may require only one accommodation or a combination of accommodations.

1. **Accommodations in presentation** affect the way directions and content are delivered to students. Students with visual, hearing or learning difficulties are much more able to engage in the content when it is presented in a form they can understand. Examples are: reading instructions out loud, repeat/re-reading/encouragement, page turner.
2. **Accommodations in response** offer different ways for students to respond to assessment questions. They help students with visual and hearing impairments, physical disabilities, and organizational problems to structure, monitor, or put words directly on paper. Examples are: computer, speech-to-text, communication devices, scribe.
3. **Accommodations in setting** affect either where a test is taken or the way in which the testing environment is set up. Changing the environment can be especially helpful to students who are easily distracted. Examples are: seating, individual setting, separate room.
4. **Accommodations in timing or scheduling** allow flexibility in the timing of the assessment. Generally, these are chosen for students who may need more time to process information or who need breaks throughout the testing process to regroup and focus. Examples are: extra time and breaks.<sup>20</sup>



# PERSONALIZED LEARNING PLAN (PLP)

A PLP is a plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets, and educational supports. These supports ensure that the student experiences success in learning that is meaningful and appropriate and considers the student's individual needs. Students who continue to exhibit learning difficulties, yet have received instructional best practices and universal accommodations, may have a learning disability and need a PLP. However, not every student with a learning disability will require a PLP.

PLPs are located in ESS Connect, an electronic system for staff to record, monitor, collaborate, report on, and communicate about student support services. Also located in ESS Connect, is a transition plan template designed to document supports to students, whether or not they have a PLP, as they progress through different school levels.

## DESCRIPTION OF PERSONALIZED LEARNING PLANS (PLPs) IN ESS CONNECT

### ACCOMMODATIONS (JUSTIFIED)

This plan provides strategies, supports, and technologies that help the student fully access the curriculum without changing the content. The plan is intended to remove barriers to learning and help learners master the same content as their peers.

### ADJUSTED CURRICULUM

This plan adjusts the grade level curriculum outcomes of a subject to address the specific needs of the learner. The intent is to keep the integrity of the course but to adjust the outcomes to help the learner work to their potential and meet with success.

### INDIVIDUALIZED

This plan includes programming that supports a learner's skill development and does not follow the prescribed curriculum. Goals and outcomes focus on social, communication, behavioural, functional, social-emotional, motor, and personal care skills.

### INDIVIDUAL BEHAVIOUR SUPPORT (IBSP)

The PLP-IBSP is a Tier 3 intervention, developed when a learner has not responded to Tier 1 and Tier 2 supports. This plan is developed when a learner exhibits chronic, persistent, or intense behaviour. It takes into consideration: age, cognitive and developmental level, mental health, trauma history, socio-cultural context, strengths, talents, and interests.

### PARTIAL DAY

This plan is used on an interim basis and in exceptional circumstances (mental health and behavioural challenges that inhibit the student's ability to successfully participate within the school environment) to document goals and criteria for increasing the learner's instructional time.

# TRANSITION PLANNING

Transition planning is an ongoing, intentional, and collaborative process between students, teachers, and families/caregivers and may include community agencies. Transitions in the academic environment look very different at elementary, middle, and high school levels and the planning process at each of these levels is as diverse as the students who experience them. Transitions can be:

- into school;
- from one grade to the next;
- out of and into a new school;
- changing classrooms and teachers;
- out of school and into post-secondary studies; or
- into the community.

Transition planning in the early years for students with a learning disability may have a broad focus on awareness and understanding of themselves and the world around them. Closer to the graduation years, the focus becomes more targeted toward readiness for their transition out of school and into their future. It also supports students as they explore and plan their careers and educational pathways, helping them to recognize their unique talents, interests, and accomplishments, in and outside of their academic world. Transition planning also supports students through their grade level and school-to-school transitions, including students without a PLP.

Transitions for students are supported in various ways:

- by being integrated into daily academic plans;
- by using a more formalized Transition Plan recorded in ESS Connect; or
- by using myBlueprint, an online career and educational planner.



# ASSISTIVE TECHNOLOGY AND ADAPTIVE EQUIPMENT (ATAE)

Some students with learning disabilities may benefit from both assistive technology (AT) and/or adaptive equipment. AT includes equipment, software programs, or product systems that are used to increase, maintain, or improve functional capabilities. Adaptive equipment helps students with their activities of daily living and/or helps with overall functioning in their environment.<sup>21</sup>

ATAE requires ongoing collaboration in planning, implementing, and monitoring, and does not replace instruction in academic or social skills and is specific to task rather than disability. The approved assistive technology and/or adaptive equipment is funded and owned by EECED. All equipment is procured and distributed by the districts specifically for students who require these learning supports.

High school students in New Brunswick are required to bring their own device (BYOD) to school. Schools may request specific equipment, software, or apps that are required by the student through the ATAЕ.

**Note: Assistive technology and adaptive equipment is loaned to each student for as long as it is required and suitable for the student. The equipment is to follow the student to another school or district.**

AT contributes to learning for students with learning disabilities in numerous ways, including increased engagement, improved communication, and greater access to course materials.<sup>22</sup> Selecting or recommending technology for students with learning disabilities should begin by exploring no-tech before low-tech and/or high-tech solutions.

Encourage students to use built-in learning tools for tasks such as dictating, reading, planning, organizing, recording, and annotating.

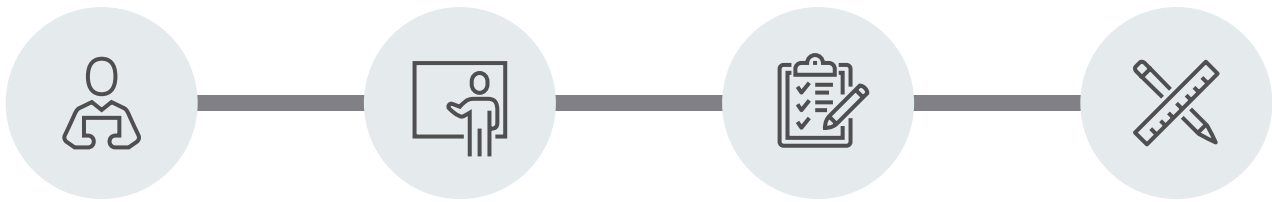
## EXAMPLES OF NO-TECH, LOW-TECH, AND HIGH-TECH SOLUTIONS

No-Tech	Low-Tech	High-Tech
<ul style="list-style-type: none"> <li>• Pencil grip</li> <li>• Post-It notes</li> <li>• Covered overlay</li> <li>• Magnifier</li> <li>• Tactile markers or letters</li> <li>• Rules</li> <li>• Dyslexia bar</li> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Buzzers</li> <li>• Talking calculator</li> <li>• Switches</li> <li>• Lights</li> <li>• Visual timers</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop or other devices</li> <li>• Specialized technologies (e.g., smart pen, reading pen)</li> <li>• Specialized apps/software</li> </ul>



It is important to consider the simplest solutions first and always use existing technologies and built-in features prior to selecting and recommending complex solutions. In order to ensure a good fit, it is recommended that students trial the assistive technology prior to making any final decisions.

Adapted from Joy Zabala's widely used SETT Framework, the chart below, serves as a guide to educational professionals as they make decisions about technology and adaptive equipment for student learning.<sup>23</sup>

**S****STUDENT**

The person who is the central focus of the process.

*Identified needs, abilities, strengths, challenges, preferences, PLP, psycho-educational assessment, etc.*

**E****ENVIRONMENT**

The customary environments in which the person is expected to learn and grow.

*Course material, equipment, supports (EA, Resource, etc.), in class or online, etc.*

**T****TASK**

The specific academic or personal tasks that the person needs to perform in order to meet expectations.

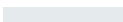
*Reading, writing, studying, calculating, executive functioning, academic skills, physical activities, etc.*

**T****TOOLS**

What is needed by the person and others for the person to accomplish the tasks so that progress is achieved.

*No-tech, low-tech, high-tech, existing, built-in, specialized equipment, specialized software, strategies, etc.*







# Section IV: Strategies and Supports for Learning

- UNIVERSAL DESIGN FOR LEARNING (UDL)
- ORGANIZATIONAL SKILLS: EXECUTIVE FUNCTIONING
- ORAL LANGUAGE
- READING
- WRITTEN LANGUAGE
- MATHEMATICS
- ADDITIONAL LANGUAGE LEARNERS
- HOME ENVIRONMENTS

Instructional strategies and supports are intertwined and often overlap. Therefore, it is important to view the information in this section as a whole. This information is intended for a wide audience; however, much of it is targeted specifically to classroom teachers. Supported by UDL and the use of available technologies, the instructional strategies and supports found in this section range from those that are commonly used in the classroom to those that are targeted to a specific learning disability. Many of these are quick and easy to use, while others may require a more elaborate process to implement. Some of these may be familiar, while others may serve as welcomed new ideas.

# UNIVERSAL DESIGN FOR LEARNING

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

Instructional strategies that are aligned with the UDL Guidelines provide classroom teachers with resources and methods that will give all students equal access to learning opportunities.<sup>24</sup> Strategies and supports required by one student in a classroom may benefit all students and are, therefore, good for all/necessary for some. Many of these strategies are intertwined and may overlap.

The information listed below is adapted from the work of Katie Novak.<sup>25</sup> *This is not an exhaustive list of strategies and supports available to teachers.* As with other student concerns, teachers may wish to consult with the ESST in their school and/or their PLC.

## PROVIDE MULTIPLE MEANS OF ENGAGEMENT

### FOR PURPOSEFUL, MOTIVATED LEARNERS, STIMULATE INTEREST AND MOTIVATION FOR LEARNING.

- Give students tips on motivation and resources to prevent frustration.
- Have students work in groups to increase motivation and engagement.
- Provide information on persistence.
- Help students stay engaged and persist by offering scaffolding and giving positive feedback; give breaks.
- Have students make and use checklists and rubrics.
- Remind students about the standards and objectives of the lesson plan and have them repeat it back.
- Have students choose from a variety of levels of challenges to prevent boredom.
- Use a combination of formative and summative methods to provide feedback during a lesson, not waiting until assessments.
- Have students make choices to promote engagement in their lessons.
- Stimulate interest by making lessons personalized and relevant to the student.
- Create safe classroom environments where students feel free to express their knowledge in the way that is best for them.
- Teach social-emotional competencies to students by having them make choices; identify their interests, as well as strengths and weaknesses.
- Support social-emotional competencies by teaching students how to handle feedback and self regulate.
- Develop social-emotional competencies by helping students recognize the beliefs and feelings of others and collaborate with their community.





## PROVIDE MULTIPLE MEANS OF REPRESENTATION

### FOR RESOURCEFUL, KNOWLEDGEABLE LEARNERS, PRESENT INFORMATION AND CONTENT IN DIFFERENT WAYS.

- Provide digital copies of materials and have students personalize them using their device.
- Give visuals and hard print copies so that students can access materials in more than one medium.
- Provide materials in both audio and visual formats and use manipulatives.
- Pre-teach math symbols and vocabulary, pointing out important text structuring.
- Provide scaffolding for reading.
- Chunk directions into smaller pieces.
- Help students recall what they already know.
- Model comprehension approaches (e.g., note taking, highlighting).
- Provide exemplars, concise directions, and scaffolding.
- Help students see how to generalize new information across subjects.



## PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION

### FOR STRATEGIC, GOAL DIRECTED LEARNERS, DIFFERENTIATE THE WAYS THAT STUDENTS CAN EXPRESS WHAT THEY KNOW.

- Use different media; encourage students to use technology such as speech-to-text and text-to-speech software, typing, etc.
- Let students choose how they will respond.
- Give students multiple tools to complete assignments (iPads, speech-to-text software, dictionaries, audio recordings).
- Use scaffolding with every lesson and assignment.
- Start all lessons with objectives and rationales.
- Provide exemplars, scaffolds, and checklists.
- Give students tips for building strategies for completing assignments.
- Provide tips on organizational skills (use graphic organizers, accessible calculators).
- Give students time to provide feedback and reflect on their learning.
- Build social-emotional competencies by teaching students to develop their abilities to strategize and plan, manage information and set goals, and monitor their own progress.



# ORGANIZATIONAL SKILLS

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

Often referred to as the “conductor” or “CEO” of the brain, executive functioning impacts functioning at home, school, in relationships, and throughout the lifespan of an individual. These executive functions govern specific mental skills which are integral to accomplishing behavioural self-control, problem-solving, and goal-directed behaviour (e.g., plan, organize, follow through). Individuals with LD may struggle with challenges in executive functioning skills, leading to difficulties with information processing, task approach, and work output. Since these skills may be strengthened through experiential practice and learning, direct teaching of executive functioning skills ought to be embedded in class culture and curriculum due to their impact on current and future life skill development.

Students exhibiting characteristics of an organizational/executive functioning skills disability may have trouble planning long term projects, maintaining a planner or agenda, and breaking large projects into manageable pieces. They may have poor time management which may be seen as tardiness and may have difficulty grasping short- and long-term time frames. Disorganized school materials (binders, desk, lockers) and keeping track of these or personal and school belongings may make it difficult for them to find things quickly. They may find getting started on a task or selecting a topic challenging, as well as deciding how to best approach a task. Sustaining focused attention may be difficult and they may become easily distracted. They may hyper focus on only one task and have difficulty processing and executing multi-step directions.

Some students may exhibit impulsive behaviours (e.g., blurts out answers in class, does not wait for turn-taking, interrupts often, leaves their seat) and have difficulty playing or working quietly. They may have extreme emotional reactions (e.g., fight/flight/freeze responses, mood swings), have anxiety with over- or under-controlled emotional responses, and have difficulty with relationships and social skills.

Some students also have difficulties with short- and long-term memory and may be challenged to stay engaged in the class. They require reminders, frequently ask questions, and it takes longer to memorize, and retrieve learned information. They may have trouble with metacognition, incorporating feedback into their work, knowing if they are following directions, and inconsistently recognizing and fixing problems. They may exhibit inflexible thinking and have difficulty shifting between small details and the overall picture (Gestalt theory), as well as transitioning from one activity to another.

The strategies listed in this section are a combination of UDL and instructional best practices provided by subject matter experts. Many of these strategies are intertwined and will overlap. *This is not an exhaustive list of strategies and supports available to teachers.* As with other student concerns, teachers may wish to consult with the ESST in their school and/or their PLC.

Observable classroom behaviours that may signal that students are struggling with organizational skills can be divided into ten categories: **planning, time management, organization, task initiation, attention, perseverance, self-control, working memory, metacognition, and cognitive flexibility.**

## PLANNING

### THE ABILITY TO FIGURE OUT HOW TO ACCOMPLISH GOALS.

- Use electronic monthly and weekly calendars with short term due dates to manage upcoming deadlines, break down large assignments, and plan a study schedule.
- Perform weekly clean sweeps to manage and update the electronic calendar.
- Model and teach strategies for approaching a project (e.g., students write the steps on a card taped to the inside of their binder or stored in their digital notebook).
- Use built-in planning features included in technology (e.g., task planners, calendars, alarms, and reminders).
- Practice prioritization of tasks.
- Allot adequate time to complete assignments that are chunked into manageable segments.
- Co-create clearly defined SMART goals to help students prioritize.
- Prioritize items causing the most anxiety.

## TIME MANAGEMENT

### HAVING AN ACCURATE UNDERSTANDING OF HOW LONG TASKS WILL TAKE AND USING TIME WISELY AND EFFECTIVELY TO ACCOMPLISH TASKS.

- Ensure proper and consistent use of time/project management tools (e.g., calendars, agendas, course outlines, checklists, to-do/done lists).
- Use built-in planning features included in technology for more effective time management (e.g., task planners, calendars, alarms, and reminders).
- Practice estimation of time required to complete a task.
- Provide visual calendars and reminders in the classroom.
- Plan for and communicate time shifts in activities (e.g., moving between classes, going home, changing activities).

## ORGANIZATION

### THE ABILITY TO DEVELOP AND MAINTAIN A SYSTEM THAT KEEPS MATERIALS AND PLANS ORGANIZED.

- Provide portable supplies in multiple locations and a set of textbooks available for home, if required.
- Use a colour-coding system with binders/notebooks to organize materials.
- Replace paper/binders with electronic notebooks/cloud storage, as appropriate.
- Minimize clutter and organize workspaces with clearly labeled materials.
- Provide course information electronically for student access at home.
- Maximize the students' time during the lesson by clearly stating the purpose, identifying key words, and emphasizing important points to be covered.
- Encourage students to use electronic note-taking templates and applications, when appropriate.
- Provide visual organizers and mnemonics for notes/readings and concept organization.
- Provide checklists to sequence tasks using visual organization tools.
- Provide both verbal and written directions.



## TASK INITIATION

### THE ABILITY TO INDEPENDENTLY START A TASK.

- Work to identify and address difficulties with task initiation.
- Have sentence starters, idea jars, sample projects, and checklists to guide students.
- Use concept maps to explore the topic.
- Have teacher conferences at the beginning and throughout tasks to reinforce completion of each step.
- Model first steps with students.
- Chunk task into 3 segments: preparing to work, working, and putting materials away.
- Set achievable short-term goals with timelines.
- Provide a prompt for students to start a task (e.g., visual, tactile, verbal cues, instructions, examples).
- Use a visual timer.
- Use an alternate workspace that signals independent work and reduces distractions.
- Provide a model or example question on tests.

## ATTENTION

### THE ABILITY TO FOCUS ON A PERSON OR TASK FOR A PERIOD OF TIME AND SHIFT THAT ATTENTION WHEN NEEDED.

- Use headphones/earplugs and a quiet space for independent work.
- Make eye contact when giving instructions.
- Use signals to re-direct to task.
- Give only one direction at a time and have students explain it in their own words.
- Provide visual examples and steps for tasks.
- Identify areas of interest/strength and personal experiences as motivation for students.
- Encourage students to select assignment topics from their preferred list.
- Encourage hands-on learning and include breaks for movement.
- Highlight operational signs for mathematical calculations.
- Avoid visually crowded materials.



## PERSEVERANCE

### THE ABILITY TO STICK WITH A TASK AND NOT GIVE UP.

- Teach perseverance techniques:
  - Stay on task, not give up.
  - Commit to a task with a positive attitude and take pride in efforts.
  - Try over and over again.
  - Work diligently, with a willingness to work hard.
- Challenge students, praise efforts and processes; celebrate success.
- Demonstrate how students can reframe negative self-talk into positive self-talk statements.
- Model perseverance and discuss ways in which other individuals have overcome struggles.

## SELF-CONTROL/EMOTIONAL REGULATION

### THE ABILITY TO REGULATE ONESELF, INCLUDING OUR THOUGHTS, ACTIONS, AND EMOTIONS, ALSO REFERRED TO AS INHIBITION AND EMOTIONAL REGULATION.

- Provide positive emotional support.
- Demonstrate unconditional acceptance: build a positive relationship with students.
- Model self-regulation of emotions.
- Minimize environmental factors that may trigger dysregulation.
- Explicitly teach SEL (social-emotional learning) strategies: how to understand, identify, and label emotions.
- Explicitly teach behavioural (e.g., breathing, exercise), sensory (e.g., music, tactile objects), and thinking (e.g., positive self-talk, visual imagery) strategies.
- Emphasize ideal self-control as a calm, clear, and emotionally attuned state-of-mind.
- De-brief following de-escalation: identify triggers, label emotion[s]/feelings.
- Develop prevention/support plans with students.
- Suspend conversation and any extra-sensory stimulation/information during severely elevated/dysregulated moments.

## WORKING MEMORY

### THE MENTAL PROCESS ALLOWING ONE TO RETAIN INFORMATION WHILE PROCESSING/MANIPULATE COMPLEX COMBINATIONS OF CURRENT AND PREVIOUS KNOWLEDGE.

- Work on visualization skills, use visual memory games.
- Use repetition, rehearsal, and review.
- Have students teach a peer.
- Encourage active reading.
- Chunk information into smaller pieces.
- Teach to students' strengths and interests.
- Present new material in short, easy steps.
- Use memory aids to keep vocabulary words, spelling words, or number facts at hand (memory aids).
- Teach memory enhancing strategies such as mnemonics, rhymes, singing, finger math, etc.
- Have students repeat directions in their own words to ensure understanding and retention.
- Write directions on the board for students to copy or take a digital photo.
- Remind students that materials can be accessed online.
- Provide summaries that require active listening (e.g., key words left out).
- Evaluate knowledge using multiple choice, fill-in-the-blank with word lists, and cloze exercises.
- Encourage the use of visual organizers, webs, or outlines.
- Encourage the use of a calculator.
- Provide examples on the test, assignment, or project to clarify the meaning of the questions or instructions.
- State directions clearly and concisely.
- Provide structure and routine.

# METACOGNITION/SELF-MONITORING

## BEING AWARE OF WHAT ONE KNOWS AND USING THAT INFORMATION TO LEARN FURTHER.

- Encourage students to use self-check visual cues (“am I doing what I am supposed to be doing to monitor progress?”).
- Use daily checklists for scheduled routines.
- Create a checklist for:
  - task completion (e.g., how to read for meaning, math problem-solving steps)
  - editing (e.g., proofreading checklist, graphic organizer for story content)
  - error analysis (e.g., based on common errors in previous tasks).
- Provide samples/exemplars of projects and assessments.
- Encourage students to reflect on the impacts of being disorganized and identify solutions.
- Provide a rubric related to each task.
- Schedule teacher check-ins to monitor progress.
- Use verbal/visual cues to prompt expected behaviours.
- Fade prompts to build skill independence (e.g., whole body listening).

# COGNITIVE FLEXIBILITY

## THE ABILITY TO ADAPT TO NEW SITUATIONS INCLUDING TRANSITIONS AND SHIFTING FOCUS.

- Shift between talking about the big picture (the whole) and the little picture (the parts of the whole).
- Develop concise, efficient note-taking skills electronically and/or on paper (gradual fading of guided notetaking).
- Encourage students to predict different story endings.
- Present math questions in different ways in the same activity (e.g., word problems, computational).
- Preview upcoming transitions.
- Include games and puzzles as scheduled brain breaks, as appropriate.





# ORAL LANGUAGE

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

A language-based learning disability that refers to a spectrum of difficulties related to the understanding and use of spoken and written language. Challenges in this area may interfere with students' success at school. Language development is rooted in the following cognitive abilities: attention, auditory and visual perception and processing, memory, and executive functioning.

Students exhibiting characteristics of oral language difficulties may present with a wide variety of language difficulties with different levels of severity (e.g., students may struggle with phonological awareness skills that support learning to read but have no difficulty with oral expression or comprehension). One may struggle to say multi-syllable words or phrases or present as having memory or comprehension problems when the underlying problem is with how they organize, store, and retrieve verbal information based on meaning or phonological properties. They may struggle to use complex sentences and/or leave out important details when talking and writing, have limited vocabulary and lack depth of word knowledge, and struggle with words that have multiple meanings. These students may tend to talk less, their communications may be more abrupt and less tactful. They may have difficulty understanding narratives and formal language. They may have difficulty writing assignments where they need to explain how to do something or use persuasion. Their stories may tend to be shorter.

The strategies listed in this section are a combination of UDL and instructional best practices provided by subject matter experts. Many of these strategies are intertwined and will overlap. *This is not an exhaustive list of strategies and supports available to teachers.* As with other student concerns, teachers may wish to consult with the ESST in their school and/or their PLC.

Observable classroom behaviours that may signal that students are struggling with oral language can be divided into four categories: **phonology - speech sound production / phonology - speech sound awareness, word/sentence structures, comprehension and conveying meaning, and language use (pragmatics).**





## PHONOLOGY

### SPEECH SOUND PRODUCTION

- Model correct speech sounds.
- Use target sound often in your speech, stress corrections by saying it louder, saying it longer.
- Tap out syllables in large words, repeat.
- Teach students the shape and movement of the mouth that makes speech sounds.

### SPEECH SOUND AWARENESS

Use a systematic, intensive multisensory approach to teaching sound awareness skills (segmenting words into syllables and individual sounds, and manipulation of sounds).

## WORD / SENTENCE STRUCTURE

- Include part of students' utterances back to them in conversations, modeling a corrected version of their word and sentence structure errors.
- Teach word or sentence structure by using colour coding and visuals that emphasize the parts.
- Use repetition: provide opportunities for students to hear word and sentence structures many times; provide opportunities for students to use word and sentence structure many times.

## COMPREHENSION AND CONVEYING MEANING

- Prompt word retrieval by giving category and/or feature clues (e.g., "Is it a land vehicle?" "Does it have 18 wheels?").
- Model, in conversation, specific words when students use general referents like "thing" and "stuff".
- Teach categorization and sorting.
- Teach multiple meanings using visuals.
- Teach and model inferencing and predicting.

## LANGUAGE USE (PRAGMATICS)

- Create communication opportunities that are relevant and are of interest to students.
- Model targeted social language naturally in the flow of conversation.
- Help students come up with a way to advocate for assistance, when needed.
- Talk about and model conversation turn-taking and staying on topic.
- Focus on "planning to write" strategies (e.g., graphic organizers to sequence stories, generate topical vocabulary, develop depth of characters, identify emotions).
- Use story re-tell activities, using visuals, to prompt students to include story sequence, important events, and details.
- Use coloured borders and shapes around pronouns and connecting words during focused teaching and when editing writing assignments.
- Expose students to richer language through the use of movies, audiobooks, and podcasts for reading and writing assignments.

# READING

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

Also referred to as Specific Learning Disorder in Reading<sup>26</sup>, dyslexia is a life-long condition that involves difficulty learning and identifying speech sounds and how they relate to letters and words (decoding) or an inability to comprehend what has been read. Dyslexia affects the areas of the brain that process language and is not the result of a vision impairment or seeing letters incorrectly. Since it impacts the way the brain processes written and spoken language, dyslexia can also create difficulty with comprehension, expression, spelling, writing, and mathematics. It presents itself differently when students are learning to read versus reading to learn. Emotional support plays a critical role in supporting students with dyslexia. With support and intervention, students with dyslexia can succeed in school.

Students exhibiting characteristics of a reading disability may present with a variety of reading difficulties. Those who have not yet developed phonological awareness may be unable to segment words in sentences and syllables within words, produce rhyming words, or progress towards segmenting and blending individual sounds within words. Students who have not yet developed phonics skills may be unable to consistently identify letter-sound correspondences or decode graphemes (letters or clusters of letters) and word chunks. If they have not yet developed reading fluency, they may be unable to name the letters of the alphabet when out of order, repeat a rhyme or song verse with expression, or decode effortlessly while retaining meaning. Students who have not yet developed breadth and depth of vocabulary may struggle to understand and use Tier One (every day and common) words and may not use Tier Two (functional words) or Tier Three (subject matter specific words) at all. Those who have not yet developed reading comprehension skills may be unable to retell or predict events when being read to, retell details or sequences when reading on their own, self-correct when reading for meaning, or may have difficulty with word recall/retrieval.

The strategies listed in this section are a combination of UDL and instructional best practices provided by subject matter experts. Many of these strategies are intertwined and will overlap. *This is not an exhaustive list of strategies and supports available to teachers.* As with other student concerns, teachers may wish to consult with the ESST in their school and/or their PLC.

Critical reading skills can be divided into five categories (see *The Building Blocks of Reading Continuum*): **phonological awareness, phonics, fluency, vocabulary, and comprehension.**

## **Building Blocks of Reading Continuum<sup>27</sup>**

[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/poster\\_building\\_blocks\\_of\\_of\\_reading\\_continuum.pdf](http://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/poster_building_blocks_of_of_reading_continuum.pdf)

## **Research and Reading Instruction Companion Document<sup>27</sup>**

[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m1\\_research\\_reading\\_instruction.pdf](http://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m1_research_reading_instruction.pdf)



## PHONOLOGICAL AWARENESS

- Target word, syllable, onset and rime awareness.
- Use Elkonin boxes to support the visualization of words and word parts.
- Practice segmenting and blending of syllables and word parts.
- Tap each word, word part, or sound.
- Target identification and discrimination of sounds in the initial, medial, and final position.
- Practice sound manipulation (e.g., sound addition, deletion, substitution).
- Use Elkonin boxes to support the identification of individual sounds within words.
- Refer to the *Phonological Awareness Companion Document* to support phase observation and strategies for targeting instruction.

[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m2\\_phonological\\_awareness\\_skills.pdf](https://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m2_phonological_awareness_skills.pdf)

## PHONICS

- Target automatic letter naming.
- Target graphemes and syllable types.
- Use mnemonic devices to help students remember tricky word families.
- Manipulate words and letters to facilitate blending and segmenting using magnetic letters and electronic programs or apps.
- Practice partially decoding irregularly spelled words.
- Monitor spelling habits and characteristics.
- Refer to the *Phonics Companion Document* to support phase observation and strategies for targeting instruction.

[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m3\\_phonics\\_skills\\_and\\_knowledge.pdf](https://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m3_phonics_skills_and_knowledge.pdf)







## FLUENCY

- Target automatic letter naming in the correct order and out of order.
- Use chime-in and repeat-after-me activities.
- Listen to audio recordings that model fluent speech.
- Re-read easy/familiar books.
- Highlight punctuation as a cue to pause.
- Set words read correct (WRC) per minute goals, prolonging sounds using intonation, volume, and pitch variations (auditory).
- Refer to the *Fluency Companion Document* to support phase observation and strategies for targeting instruction.

[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m4\\_fluency\\_skills\\_and\\_knowledge.pdf](https://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m4_fluency_skills_and_knowledge.pdf)

## VOCABULARY

- Combine direct and indirect instruction of vocabulary.
- Provide opportunities for reciprocal conversation to reinforce Tier One words.
- Target Tier Two and Tier Three words for direct instruction.
- Use incremental rehearsal (present unknown material paired with known material).
- Refer to the *Vocabulary Companion Document* to support phase observation and strategies for targeting instruction.

[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m5\\_vocabulary\\_skills\\_and\\_knowledge.pdf](https://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m5_vocabulary_skills_and_knowledge.pdf)

## COMPREHENSION

- Provide high interest, low vocabulary texts.
- Provide a wide variety of texts (graphic, non-fiction, informational, short story, audiobook, etc.).
- Present information orally: audio recording, read aloud, text-to-speech technology.
- Encourage students to visually track text while listening to oral reading.
- Encourage text-to-text, text-to-self, and text-to-world connections, predicting, and inferencing during read-alouds, one-on-one reading, and independent reading.
- Promote reading out loud in an area where students feel safe, when practicing.
- Use technologies such as word prediction or text-to-speech software.
- Teach morphemes directly (root words, prefixes, suffixes).
- Refer to the *Reading Comprehension Companion Document* to support phase observation and strategies for targeting instruction.

[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m6\\_reading\\_comprehension\\_skills\\_knowledge.pdf](https://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/m6_reading_comprehension_skills_knowledge.pdf)

# WRITTEN LANGUAGE

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

Many people use the term dysgraphia interchangeably with written language disorder. Written language disorder includes the perceptions of writing, while dysgraphia may refer only to the formation of letters.

Students exhibiting characteristics of written language difficulties may express their thoughts verbally, but struggle to write them. Even though they have good ideas, they may be unable to write them. They may exhibit poor letter formation, inconsistent use of letter size, reverse letters, and have inefficient pencil grip, feeling fatigue from writing. They may have difficulty copying from the board and refuse to write. Planning may be difficult, and they may have difficulty organizing their thoughts, and speak negatively about writing. When drafting, they may lose their train of thought and have disjointed ideas, leaving out important details. They may be inconsistent in their use of capitalization, punctuation, and grammar, use poor spelling, and fail to notice their errors. They may benefit from explicit instruction in spelling and handwriting so that they are able to convey meaning in their writing.

The strategies listed in this section are a combination of UDL and instructional best practices provided by subject matter experts. Many of these strategies are intertwined and will overlap. *This is not an exhaustive list of strategies and supports available to teachers.* As with other student concerns, teachers may wish to consult with the ESST in their school and/or their PLC.

Observable classroom behaviours that may signal that students are struggling with written language can be divided into four categories: **printing/handwriting, pre-writing planning, drafting, and revising/editing.**



## PRINTING/HANDWRITING

- Try different tools like a pencil grip and/or pencils of different shapes and sizes (pens, markers, whiteboards, angled boards).
- Encourage multi-sensory activities for letter formation (e.g., air writing, pudding writing, sound effects).
- Use graph paper, paper with raised lines, thick lines, or coloured margins.
- Supply notes that encourage active listening (e.g., key words left out).
- Help with note-taking, when appropriate, encouraging the use of technologies such as smart pens, laptops or tablets, or other technologies.

## PRE-WRITING/PLANNING

- Explore and help students identify causes for reluctance to write.
- Help students identify topics that are meaningful to them.
- Use visuals as memory prompts.
- Use verbal prompts (e.g., modelling a think-aloud, questioning, conversations, conferencing).
- Use visual prompts (e.g., pictures, scenes, graphic organizers, mind maps).
- Incorporate scaffolding into teaching.
- Use applications such as Kidspiration/Inspiration, or other graphic organizers.
- Use exemplar for expectations of assignments including rubrics.

## DRAFTING

- Remind students to use completed graphic organizers/mind maps and refer to rubrics.
- Invite students to use technology to record their draft orally for future use.
- Link to a peer writing partner.
- Provide private writing areas.

## REVISING/EDITING

- Encourage students to read, record, and listen to their written work aloud to help identify errors.
- Suggest students touch each word when re-reading their sentences and each sound when reviewing their spelling.
- Use proofreading checklists to focus on one element of revising/editing at a time.
- Use dictionaries, a thesaurus, and “million dollar” word lists to expand word usage.
- Encourage students to have their work proof-read by someone else.
- Use applications such as word prediction or text-to-speech software.

# MATHEMATICS

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

A learning disability in mathematics is also referred to as dyscalculia. This math-related disability affects general number sense, using symbols, and functions. It ranges from the inability to understand the meaning of numbers to an inability to apply mathematical principles to solve problems. It may also affect the mechanics of doing math, such as recalling addition, subtraction, multiplication, and division facts. It does not usually affect the logic behind the math, but rather the ability to apply what students know to solve math problems. Working memory difficulties are often a contributing factor to struggles with a math disability.

Students exhibiting characteristics of a mathematics disability may demonstrate difficulty distinguishing important and unimportant details in word problems, putting facts in logical sequence, and choosing the correct process to use. They may struggle to understand numerical order or place value, to recognize patterns or relationships, or to remember math facts, formulas, or sequences. They may confuse right and left, hindering work on position, direction, and movement. They may find drawing shapes a challenge, struggle with vocabulary related to shape, space and measurement, and have difficulty with spatial math concepts such as time, money, directionality, and sequencing. They may have difficulty reading graphs and understanding averages, mode, mean, median, and range. Reading charts and graphs and using abstract or symbolic math concepts may be difficult.

The strategies listed in this section are a combination of UDL and instructional best practices provided by subject matter experts. Many of these strategies are intertwined and will overlap. *This is not an exhaustive list of strategies and supports available to teachers.* As with other student concerns, teachers may wish to consult with the ESST in their school and/or their PLC.

Observable classroom behaviours that may signal that students are struggling with mathematics can be divided into five categories: **word problems, number sense, shape and space, statistics and probability,** and **patterns and relationships.**

## WORD PROBLEMS

- Use concrete manipulatives: counters, base ten blocks, etc.
- Model thinking aloud; ask questions aloud about decisions to make in problem solving.
- Use scaffolding techniques, rather than step-by-step instructions, to make conceptual thinking more concrete.
- Offer various problem-solving strategies.
- Provide auditory supports (e.g., a talking calculator, text-to-speech software, audio recording of the lesson) to help with comprehension.
- Use visualization or illustration techniques.
- Use cue cards or formula sheets with step-by-step examples.
- Use sequential templates for multi-step solutions.
- Estimate solutions before solving.





## NUMBER SENSE

- Incorporate appropriate apps, online games, websites, and programs that contain visual representations to support the symbolic meaning of numbers.
- Encourage use of a calculator or math charts, ensuring that the process is demonstrated in students' work.
- Use colour coding to teach math concepts (e.g., recognizing numbers, operations, decimals, fractions, place value).
- Highlight operational signs.
- Incorporate a number line.
- Supply graph paper for lining up numbers when working a math problem.
- Indicate large, coloured arrows to indicate where to begin work.
- Offer mnemonics for right and left.

## SHAPE AND SPACE

- Use fraction walls to support understanding.
- Incorporate technologies to draw shapes.
- Utilize a digital clock and consistent language when stating time.
- Include cue cards with vocabulary.
- Provide 3 dimensional shapes to support understanding.

## STATISTICS AND PROBABILITY

- Separate mean, mode, and median by colours.
- Draw a picture representation.
- Use mnemonics for X and Y "along the corridor up the stairs..."

## PATTERNS AND RELATIONSHIPS

- Colour code to help students distinguish different mathematical concepts.
- Use detailed labelling to highlight operational details, relationships, and patterns.

# ADDITIONAL LANGUAGE LEARNERS (ALL)

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

Distinguishing between learning disabilities in students who are additional language learners, whether a newcomer or studying French Immersion, requires observations over time. There are similar behavioural characteristics with learning disabilities and with additional language learners, sometimes making it difficult to distinguish between the two.<sup>5</sup>

Students who are additional language learners and have a learning disability may have a history of delays in oral language development or have demonstrated a disability in their home language. They may have difficulty developing literacy skills and have a language weakness, specifically poor phonemic awareness. They may not progress, despite research-based, high-quality interventions designed specifically for additional language learners.

The strategies listed in this section are a combination of UDL and instructional best practices provided by subject matter experts. Many of these strategies are intertwined and will overlap. *This is not an exhaustive list of strategies and resources available to teachers.* As with other student concerns, teachers may wish to consult with the ESST in their school and/or their PLC.

## SOCIO-CULTURAL

- Recognize the existence of varied cultural practices and values related to education and take time to discuss differences with learners and families (e.g., playground behaviour expectations, school attendance).
- Encourage learners to share aspects of their culture, if interested (e.g., cultural or country information, words in home language, etc.) including significant observances of learners/families (e.g., Ramadan, Diwali).
- Incorporate culturally diverse books, posters, and content in the classroom and teach how to deconstruct resources appropriately (critical language awareness).
- Discuss the importance of participation in extracurricular activities as increased opportunities for language acquisition and social engagement.
- Prepare yourself and classmates for the arrival of a new learner (e.g., pronounce name correctly, locate the country of origin, arrange a peer mentor).
- Assure parents that developing the home language(s) supports additional learning and may foster connections to other family members and involve parents and community members in the school.
- Ensure there is a school-aged peer mentor in place in all classes to support learners' on-task behaviours (e.g., staying on the right page, knowing where to focus attention).<sup>28</sup>

## ACADEMIC AND LANGUAGE COMMUNICATION

- Inform learners of upcoming content; encourage reading ahead, even in their home language as this supports development in an additional language.
- Get to know the language competencies of your learners and adjust the text complexity of assignments to match.
- Monitor teacher talk: simplify language, speak slowly and clearly, use colloquialisms and idioms judiciously.
- Use intentional feedback to build oral language skills which enhances all other areas of literacy development.
- Co-create and display linguistic supports around the classroom.
- Use gestures, facial expressions, images, pictures, drawings, objects, manipulation materials to increase comprehension.
- Teach and encourage strategies for language learning (e.g., underline new words; model how to ask for clarification).<sup>28</sup>

## SOCIO-EMOTIONAL

- Ensure access to a bilingual dictionary (paper or electronic) and/or picture dictionary and ensure that the learner knows how to use it.
- Equip learners with essential survival phrases (e.g., “Washroom, please”).
- Recognize and verbalize teacher strengths and challenges as a model for learners.
- Find specific strategies to foster group involvement (e.g., use cooperative learning in the classroom; develop supportive pair or small groupings).
- Remind everyone in the learning environment that language learning takes time, persistence, and patience.<sup>28</sup>



# FAMILY/CAREGIVER INVOLVEMENT

**Support students to develop agency by identifying relevant strategies that are meaningful and work for them. Often the best strategies are those that students identify on their own.**

Families and caregivers are the first educators and are often the first to recognize when their child is struggling or when there are changes in behavioural patterns. Families and caregivers have an important role in supporting their child and working in a collaborative environment with teachers. They share and are essential participants in the educational experience and can help pave the way for success at school and beyond.<sup>29</sup>

Family and caregiver involvement is most effective when they, and their child, are empowered to become informed advocates within the school environment and work collaboratively with the school. Current technologies and apps have increased involvement and collaboration between home and school (e.g., emailing the teacher, checking students' assigned work, and viewing the students' work prior to submission). At any point during the school year, families and caregivers are encouraged to communicate with the classroom teacher or school staff if there are concerns or if they feel that additional supports may be needed.

Community-based agencies and advocacy groups may also provide resources and information to families/caregivers and schools. For a detailed listing of these organizations, please refer to the Premier's Council on Disabilities Directory of Services.

Families/caregivers can support their child at home by aligning their home supports with the same instructional strategies used in the classroom. Many of the activities in this section help strengthen the strategies that are used in the classroom.

Developing social-emotional competencies is critical for assisting students in self-regulating, managing their emotions, initiating friendships, and resolving conflict. SEL competencies include capacities that help with problem-solving and making choices that are healthy, safe, and respectful of others.<sup>30</sup> Including social-emotional learning (SEL) elements in learning activities in both the home and school has a positive impact on students' capacity for resiliency, and on their social-emotional competence, positive self-orientation to self and others, and academic achievement. Social emotional learning involves the development of knowledge, attitudes, and skills that assist students in identifying and managing their emotions, communicating caring and concern for others, and forming and sustaining positive relationships.

*This is not an exhaustive list of activities and supports available to families/caregivers.* Families/caregivers may also find useful supports in the other strategies in this section. As with other student concerns, families/caregivers may wish to consult with their child's teacher and/or the ESST in their school.

## BUILDING SELF-ADVOCACY SKILLS

- Talk with your child about their strengths and weaknesses.
- Have ongoing conversations about learning and thinking differences.
- Remind your child that asking for help is a good thing.
- Praise your child's efforts at speaking up.
- Encourage your child to use classroom accommodations.
- Find a role model for your child, such as a mentor who learns or thinks differently.



- Give your child a chance to solve problems that arise before stepping in.
- Encourage your child to engage in decision-making.
- Encourage your child to attend PLP meetings, when appropriate.
- Discuss adding self-advocacy goals to your child's PLP.
- Role-play situations that may arise to help your child feel more comfortable.<sup>31</sup>

## ENGAGING IN EVERYDAY ACTIVITIES

- Nurture strengths and interests.
- Help your child help themselves to develop independence.
- Have conversations, starting with "why", "how", "what if".
- Chunk information by giving step-by-step information and providing an overview of how the information will be given.
- Use activities such as baking a cake, building something, planning a family outing, or going on a trip using step-by-step planning; enhance the planning by using tools such as rulers, maps, measuring spoons/cups.
- List chores on a checklist.
- Have visuals available to give information (e.g., a corkboard/whiteboard at their homework area with reminders written on it); use visual cues to support oral directions.
- Give your child the beginning and end of a story and help them make up the body of the story.
- Use games of concentration during play, such as matching puzzles.
- Help your child take age-appropriate risks.
- Show your child how to read a paper or electronic map when on family outings.
- Encourage participation in sports or hobbies that will help strengthen their natural abilities.





## SUPPORTING ORGANIZATIONAL SKILLS

- Go over their schedules and activities.
- Display checklists for all activities such as homework, household chores, etc.
- Help your child stay organized by using colour coded folders, index tabs, duo-tang covers, and notebooks on devices or paper-based.
- Select backpacks, bookbags, pencil cases and notebooks with closures such as snaps, Velcro, or zippers to help with organizational skills.
- Have your child write in an age-appropriate journal or diary (digital or paper-based) before bedtime, recording the events of their day.

## ENCOURAGING TIME MANAGEMENT SKILLS

- Create a space that mimics a home-office, giving easy access to all the materials they need to complete their homework.
- Make use of available technologies, apps, calendars, whiteboards, agendas, and planners to help with organization and time management skills.
- Try making a project out of using time management strategies.
- Use cellphones to organize appointments, schedule reminders, make lists, and use educational apps.
- Let your child see you use good organizational skills in the home and talk to them about how you organize tasks and objects.



## HELPING WITH STUDYING, HOMEWORK, AND PROJECTS

- Work with your child to set study goals.
- Provide age-appropriate methods to complete their homework and projects (e.g., poster boards, apps).
- Encourage your child to select subjects and methods (e.g., poster boards, PowerPoint presentations, etc.) for projects that are closely related to their own areas of interest.
- Review key terms for assessments.
- Discuss alternative ways of demonstrating learning with the teacher, if these have not been provided.
- Use the chunking technique to help with memorization.
- Encourage age-appropriate study environments (e.g., quiet study, background music, etc.).
- Encourage age-appropriate study techniques (e.g., flash cards, highlighting, colour-coding notes).









# Section V: Appendices

**ACRONYMS**

**RESOURCES**

**OTHER STRATEGIES AND RESOURCES**

**REFERENCES**

# ACRONYMS

## ALL

Additional Language Learner

## AT

Assistive Technology

## ATAE

Assistive Technology and Adaptive Equipment

## BYOD

Bring your own Device

## CASEL

Collaborative for Academic, Social, and Emotional Learning

## DSM-5

The American Psychiatric Association's DSM-5: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013)

## EECD

Education and Early Childhood Development

## ESS CONNECT

Education Support Services Connect

## ESS

Education Support Services

## ESST

Education Support Services Team

## IBSP

Individual Behaviour Support Plan

## LD

Learning Disability

## LSP

Language Support Plan

## LDP

Literacy Development Plan

## NSTP

Newcomer Support Transition Plan

## PLC

Professional Learning Community

## PLP

Personalized Learning Plan

## RCA

Relatedness, Competency, Autonomy

## RTI

Response to Intervention

## SEL

Social-Emotional Learning

## SETT

Student, Environment, Task, Tools

## UDL

Universal Design for Learning

## WRC

Words Read Correct





# RESOURCES

The resources listed in this section may be useful for educators, students, and families/caregivers who wish to learn more about specific learning disabilities, find out about existing or emerging technologies, and/or wish to establish supportive connections within their communities.

## ASSOCIATIONS & ORGANIZATIONS

- Learning Disabilities Association of Canada  
[ldac-acta.ca](http://ldac-acta.ca)
- Learning Disabilities Association of NB  
[ldanb-taanb.ca](http://ldanb-taanb.ca)
- Learning Disabilities Association of America  
[ldaamerica.org](http://ldaamerica.org)
- LD Online  
[ldonline.org](http://ldonline.org)
- National Center for Learning Disabilities  
[nclid.org](http://nclid.org)
- Understood.Org  
[understood.org](http://understood.org)

## ASSISTIVE TECHNOLOGY

- Neil Squire AT Help Desk  
[athelpdesk.ca](http://athelpdesk.ca)
- Assistive Technology Industry Association  
[atia.org](http://atia.org)
- AT Select  
[atselect.org](http://atselect.org)



# LEGISLATION/POLICIES/GUIDELINES

## NB DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

- Inclusive Education: Policy 322  
[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf](http://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf)
- Provincial Assessment Guidelines for Accommodations and Exemptions  
[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/eval/ProtocolsForAccommodationsAndExemptions.pdf](http://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/eval/ProtocolsForAccommodationsAndExemptions.pdf)
- Accommodations for Instruction and Assessment  
[gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/AccommodationsForInstructionAndAssessment.pdf](http://gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/AccommodationsForInstructionAndAssessment.pdf)
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[https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/promo/learning\\_at\\_home/ESSConnect\\_myBlueprint.pdf](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/promo/learning_at_home/ESSConnect_myBlueprint.pdf)

## HUMAN RIGHTS COMMISSION

- New Brunswick Human Rights Act  
[gnb.ca/content/gnb/en/departments/nbhrc/human-rights-act/acts-and-regulations.html](http://gnb.ca/content/gnb/en/departments/nbhrc/human-rights-act/acts-and-regulations.html)
- Human Rights Act – Guidelines  
[gnb.ca/content/gnb/en/departments/nbhrc/resources/guidelines.html](http://gnb.ca/content/gnb/en/departments/nbhrc/resources/guidelines.html)

## PREMIER'S COUNCIL ON DISABILITIES

- [pcd-cpmph.ca/directories/directory-of-services/community/](http://pcd-cpmph.ca/directories/directory-of-services/community/)

## UNITED NATIONS:

- UN Convention on the Rights of the Child  
[unicef.org/child-rights-convention](http://unicef.org/child-rights-convention)





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