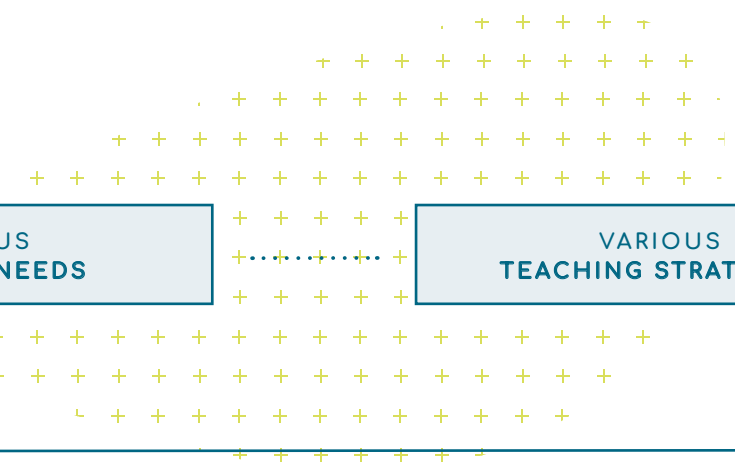


# Students with special needs



VARIOUS STUDENT NEEDS

VARIOUS TEACHING STRATEGIES

## UNIVERSAL STRATEGIES



1

### KNOWLEDGE

The teacher makes resources available at all times and offers choices, such as:

- Contributing to a discussion group
- Designing concept maps with students
- Consulting reference documents
- Developing a glossary with students
- Encouraging team activities
- Leveraging social media
- Fostering peer learning
- Integrating learning through play (Family Feud, memory cards, board games, association games, interactive questionnaires)
- Offering visual aids (video, photo)
- Presenting diagrams
- Scheduling frequent feedback times (individual, group)
- Using a learning platform

### KNOW-HOW

The teacher makes resources available at all times and offers choices, such as:

- Peer learning
- Student self-assessment when performing a task
- Communication to students of the expected competency criteria
- Contextualization of the task (what, why and how)
- Demonstrations (in person and in video)
- Frequent assessment to help learning
- Concrete examples of the product and the task to be learned
- Splitting the task
- Illustrating the competence related to the trade or vocation (labour market threshold)
- Work procedures (e.g., pictogram, checklist, concept map)
- Frequent feedback to students
- Teamwork

### SOFT SKILLS

The teacher creates a learning environment related to the trade or vocation, such as:

- Acting as a model of expected behaviours related to the trade or vocation
- Leading the student to adapt to various work environments and complexities
- Bringing to life meaningful situations related to the trade or vocation (e.g., role play, scenarios, counterexamples)
- Explaining the expected behaviours related to the trade or vocation
- Promoting collaborative educational activities (teamwork, peer teaching)
- Scheduling frequent feedback opportunities (individual, group)
- Regularly using self-assessment of targeted soft skills

EFFECTIVE TEACHING PRACTICES

ACTIVE PARTICIPATION OF ALL STUDENTS

## TARGETED STRATEGIES



2

- Provide individualized support (e.g., preparation for re-taking a competency)
- Collaborate with the resources of the School Board/ Centre (e.g., Special Education Technician (TES), Social Work Technician (TTS), remedial teacher, psychoeducator)
- Participate in developing a learning support plan aimed at implementing adapted learning and teaching strategies
- Experiment with accommodation measures for learning
- Provide complementary exercises
- Set up an individualized work plan (task adjustment)
- Provide additional learning resources
- Allow the replay of explanatory videos
- Propose a peer helper (student, mentor, tutor)
- Recommend preventive or curative remediation

## SPECIALIZED STRATEGIES



3

- Refer to external resources (e.g., community organizations, stakeholders, other institutions)
- Provide sustained intensive intervention to meet the student's specific needs