



_____ has WAGR/11p Deletion Syndrome.

Here are some ways you could help this student in the classroom.
(I have checked the items that I believe most apply.)

Visual Impairment & Photophobia

- Please provide an initial individual tour of the school & classroom to help orient the student to the new environment. Verbally label each room or area as you travel through it and continue to do this in future days, until you are sure they know the different locations. Take them to key items in each area. For example, “Here are the cubbies/lockers. This one here is yours.” “This is the hand washing area. Here are the paper towels and soap.”
- Student will benefit from being located near the front for demonstrations or interactive teacher lead activities.
- Distant images will need to be large and bold in contrast for student to access them.
- Student will benefit from having good contrast in all learning materials.
- Student will need documents in large print at font size.
- Laminating should be done with matte (non-glossy) pouches.
- Good even lighting, without glare, will help student to see clearly especially at a distance. Blinds will help control light appropriately. Brimmed hats also help with glare.
- Student will find it easier to learn if you present work at eye level using a slope.
- Student may need adults to assist him/her in accessing learning materials with clear specific directions. For example, “the map is on the wall to the left of the door.” In addition, pointing with care, from student’s eyes to the object you want him/her to see, will help the student find the place, object or person you would like them to look at.
- It is useful to hold items directly in student’s line of vision until he/she catches it in his/her view (fixates); student can then track and follow slow moving good contrast items and objects. An initial sound cue may also help them to locate things.
- Student may need adults to explain to him/her what is taking place if it is at a distance. This should be done as unobtrusively as possible.
- Student may not see facial gestures or body language. Praise and reprimands should be spoken aloud.

- Please call student's name before directing a question or instruction to her.
- Student should always wear a sunhat and sunglasses outdoors to protect eyes from glare.
- Encourage student to use his/her VI aids such as magnifier/cane/large print keyboard/Braille note taker/video magnifier/voice-over app., etc.
- Please consult with the local state school for the blind or your local school district's Teacher of the Visually Impaired (TVI) or Orientation and Mobility Specialist (O and M) for best practice in orientation, mobility, daily living skills, assistive technology, occupational therapy, etc.

Speech, Language & Communication

- Please provide short, concrete directions. Use short phrase and sentences with only the main point.
- Use a signing system, such as Makaton, for two-way non-verbal communication and to reduce frustration. Always speak as you sign.
- Use symbols (such as Makaton, PECS or Communication in Print), a visual timetable, a symbol strip, etc., both as a visual explanation and to enable non-verbal choosing or requesting.
- Allow student to use his/her preferred way of communicating (written/verbal/assisted technology).
- Use a 'total communication' approach of verbal, text, symbols, pictures, signs, and models.

Learning Difficulties

- Give student time to process, at least 10-20 seconds to respond. Let student pace their performance.
- Use visuals whenever possible or physically demonstrate (model) what you want.
- Please break tasks down into smaller parts and give them each step sequentially. DO NOT expect student to multitask! Allow student extra time to get assignment done, but let them finish! It is important to finish one task before going to another.
- Have clear routines so student can anticipate what is expected.
- Provide short, achievable activities to hold student's attention and give satisfaction of completion.
- Student will need opportunities to apply, rehearse, over-learn and revise new skills until they are generalized.
- Student will need a multi-sensory approach to assignments (show text, pictures, 3D models, real objects, sounds, smells, textures, symbols, signs, etc.)

Auditory Processing Disorder

- Stand close and have student look at you when speaking.
- Use simple, one-step directions.
- Speak at a slightly slower rate and at a slightly higher volume.
- Ask student to repeat directions back to you and to make notes (if possible). Student should have written directions if assignment is to be completed at home.
- Seat student in the front of the room and away from distractions to help him/her focus.
- Improve acoustics by closing doors and windows to minimize outside noise.
- Use an amplification system, such as a wireless FM system, to reduce background noise and poor acoustics.
- Use images and gestures to reinforce understanding and memory.
- Provide a quiet room for taking tests.
- Allow student to wear noise cancellation headphones when working on individual assignments to cut out background noise.

Motor Impairments

(Low muscle tone, dyspraxia, proprioception/vestibular disorders)

Gross Motor Skills

- Incorporate activities that will strengthen core muscles and provide resistance. Examples include swinging, jumping, climbing, trampolining and swimming.
- Allow student to work in alternate positions (on their stomachs on the floor, standing, high kneeling, on a vertical surface such as the chalk/white board, etc.).
- Encourage student to walk on uneven ground, step over obstacles, walk up and down slopes, walk along a narrow beam or thick chalk line on the ground, stand on one leg, reach for objects, run, climb through tunnels and hoops, enjoy soft play, hop and kick a ball.

Fine Motor Skills

- Allow student to use different writing grips which may be easier to hold (examples include chunky, triangular, and pen grips).
- Encourage the use of different writing implements (chalk, paintbrush, finger painting, crayons, pencils, felt tips, etc.).
- Encourage writing on different surfaces and at different angles such as a chalkboard, whiteboard, easel, writing slope, pavement, etc.
- Allow student to use a tablet/keyboard for 'written' work.
- Enable student to use easy grip loop scissors. Practice the squeeze, and release movement with peg or tongs games.
- Play games with different materials and implements to improve hand strength and dexterity (examples include play dough, sand, water, cooking, shaving foam, bubble

wrap, foil, fabric, soil, sponges, bottles, jars, scoops, cutlery, beads, wind-up toys, peg board, fuzzy felt.

Sensory Processing Disorders

Over Responsive:

- Let student choose “time in” (rather than “time out”) by self-initiating going into a small space/sensory room/tent to self-regulate.
- Allow child to wear noise cancelling headphones in loud/busy situations.
- Encourage jumping, running or other movement interspersed before and after sitting/learning activities.
- Increase organization in the classroom to provide a calm and structured learning environment.
- To help regulate student, encourage slow rocking, deep breathing, rolling up tightly in a blanket, sitting in a beanbag, using a weighted blanket or lap cloth.
- Encourage messy play: mud pies, finger painting, play dough, cooking or playing with pudding or shaving cream on a tray.

Under Responsive:

- Use lights to stimulate (moving “star” across ceiling).
- Encourage jumping, running, movement interspersed before and after sitting activities or circle time.
- Play loud, rhythmic music or incorporate push/pull activities.
- Use light wind from window or fan; provide fidget toys with light touch.
- To increase interest in fine motor: use tools such as glitter pens, smelly markers, and gel pencils.
- Allow student to smell stimulating aromas such as mint or cinnamon on an aroma bracelet or tissue.

Sensory Craving:

- Have seating that allows student to stand/move easily, such as a “wiggle” seat cushion, ball chair or bean bag chair.
- Do not take away student’s playtime because their work is not done. This will only escalate behaviors.
- Provide movement activities with “thinking activities.” Have child take a brief walk at specified intervals.
- Let student use fidget objects to keep hands, feet or mouth controlled.
- Have child do “heavy work” (put chairs up on desks, push heavy box of balls out for outdoor play, carry library books).
- Provide smaller spaces when able.

- Suggest chores/jobs such as delivering messages to the office.
- Encourage movement activities such as sliding, swinging, jumping, climbing, trampolining, swimming or stop and go games.

Hearing Impairment

Unilateral Hearing Impairment

- Please sit/speak on the left /right hand side of student. This is the student's good ear.
- Ask speakers to keep their faces visible (uncovered by hands, hair or objects) and close (if possible). Look at student when speaking.
- Seat student with their good ear directed towards the teacher and their ear with the hearing loss facing away from the class (such as near a wall).
- Please check that student has understood instructions especially when you are changing topic or task.
- Please try to minimize background noise.

Bilateral Hearing Impairment

- Allow only one person to talk at a time
- Ask speakers to keep their faces visible (uncovered by hands, hair or objects) and to look at student when speaking
- Please repeat what has been said by other speakers who may not be easily seen or heard.
- If possible, ask the speaker to identify themselves clearly by raising a hand or stating their name & allow the deaf pupil enough time to locate them and look at them before speaking.
- Student will benefit from work in small groups.
- Check student's understanding regularly.
- Allow extra processing time.
- Provide a multi-sensory approach so student is not solely relying on verbal teaching.
- Student may become fatigued earlier than their peers due to extreme concentration and listening.

Behavior

- Create 'social stories' to present appropriate behaviors.
- Use good behavior symbols (listening/looking/sitting/hand-up/waiting) to remind student of expected behavior.
- Use a countdown timer or countdown symbol strip to assist patience.
- Reward good behavior and allow choices.

- Analyze each problem behavior. Every behavior is an attempt to communicate something. To avoid frustration, give student symbols or teach them signs to express feelings/needs.
- Manage meltdowns by: anticipating & removing triggers, removing child to quiet area, prioritizing safety, keeping communication to a minimum, giving them time and space and, afterwards, by providing reassurance.
- Encourage social skills by setting up opportunities for: parallel play, turn taking, sharing, working in pairs and explaining the emotions of others.

**For more information on WAGR Syndrome please see:
www.wagr.org**