

***Examine the Choices into Action document and find a resource or approach that might be used to meet the grade expectations in one specific area. Include this resource in your Inclusive Practices Portfolio;***

I found this website which is a Choices into Action Webquest

<http://www.gecdsb.on.ca/d&g/cia/Choices.htm>

It is designed to assist grade 7 to 12 students with their career portfolio, setting goals, self-assessment, etc. it is excellent!

***What can educators do to make transitions as smooth as possible for students with exceptionalities?"***

Students need to understand what the expectations are for them on any given day, period or task. This is even more important for students with exceptionalities, predictability is key. When we consider the more recent research on how the brain reacts to stress and how children can "downshift" into lower brain thinking, we need to ensure that we don't suddenly stop and activity without giving proper notice to students otherwise the result could be fear and stress resulting in confusion. I have given students 5 minute notices which has helped and made sure to cue them verbally, visually and with gentle touch. It is also important to jump from one intense activity into another. I have used short 5 minute games like around the world, songs or body breaks with students so they can be put at ease. When introducing a new concept I always try to introduce it gradually and in a fun way like with an exploration type exercise or class experiment to create excitement about a new task or unit. We need to be flexible with our students but they need us to have a certain level or predictability which we can accomplish with consistent cues and short transitional activities.

### **1-2-3 for Smooth Transitions**

Getting students to move from one place to another -- for example, to make the transition from learning centers to the reading carpet, to lunch, or to the bus -- often is difficult. To accomplish those transitions smoothly, we follow a simple drill every time students get up from their desks. I simply count to 3. On 1, they stand and push in chairs; on 2, they move to where they need to go; and on 3, they sit. This simple routine makes much less commotion when it's time for all students to move around the classroom. To motivate students to transition even more smoothly, I challenge them to be the group that does the best job of transitioning.

*Mindy Matherne, second grade teacher*