

# **CENTERING STUDENT VOICE**

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Educ 635

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**“It’s important to remember, if you’ve met one disabled person,  
you’ve met *one* disabled person.”**

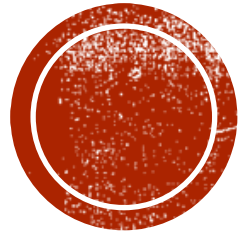
- Emily Ladau



**Just because I'm not a five-year old boy obsessed with trains,  
and I'm not having a meltdown in the grocery store,  
doesn't mean I don't have Autism.**

- 'M'





# MEET THE 'K' FAMILY

Research led me to speaking with two students that I worked with in the last two years- two siblings,- 1 female, 1 male, both of which have been diagnosed with ASD and have Ministry Designated Autism IEPs

# MEET 'D'-11/M & 'M'- 12/F

## 'D' Grade 5 2022-23

### Profile

Student Profile	
<b>My Likes/Interests:</b> I like playing video games. I like listening to music. I like playing outside; I like playing on swings. I like helping my dad with landscaping. I like being around my family. I like playing soccer and basketball. I like to cook breakfast for my family.	<b>Communities I Belong To:</b> My school My family
<b>How I Learn Best:</b> 1:1 support Hands on and individual activities Music to help concentrate Work and break schedule Extra time to complete assignments	<b>Things You Should Know About Me:</b> Likes math and science, especially doing experiments Good with one-on-one interactions with adults Can become triggered when he is called names and being made fun of Likes to help around the classroom
<b>Accomplishments/Things I Am Proud of...:</b> -He attends the 'Literacy Matters Program', Monday and Wednesday. The program has improved his reading and he has progressed by leaps and bounds (mom) -He has had a strong support system this year (mom) -He feels that he belongs and that is huge (mom)	

## 'M' Grade 5 2021-22

### Goals

Core Competency Goals	
<b>Goal Area: Personal &amp; Social</b>	
<b>Goal:</b> I have pride in who I am by	
<b>Objective:</b> replacing negative self talk with positive self talk (listing 3 things I am good at or proud of).	
<b>Strategies:</b> -provide M. with a list of affirmations and her strengths that are specifically about her and what she is good at -every time M. says something positive, praise her and provide with positive reinforcement	<b>Evidence of Growth:</b> 2022-02-28 M. will still resort to negative self talk occasionally. M. will reaffirm with positives approximately 50% of the time with prompting.
<b>Method of Measurement:</b> Other Observations, conversations with M. and conversations with classroom teacher/support staff	
<b>Goal:</b> I can express my needs and wants by	
<b>Objective:</b> recognizing when I need to take a break and/or find an adult that will help me self regulate.	
<b>Strategies:</b> - make sure M. knows what adult she can go to when needing support -provide M. with a card on her desk that says "help" and when her feelings come up, she can use that and an adult in her class will help support her needs -if M. can't find an adult, find a "calm space" in the school she can go to -teach M. some calming down techniques such as deep breathing, counting to 10 and then counting backwards -when M. makes good choices, provide her with lots of praise and positive reinforcement -provide M. with a card that says "I'm going to ___" so she is not just storming out of the room -every time M. uses her card, she is praised for using it appropriately	<b>Evidence of Growth:</b> 2022-02-28 M. will ask for a break approximately 90% of the time when feeling frustrated. M. will usually respond positively in other instances where a break is suggested to her. M. uses a "rainbow sandwich" break card from her previous school to have continuity with what she is comfortable with.
<b>Method of Measurement:</b> Other Observations, conversations with M., her teacher/support staff	
<b>Anecdotal Comments:</b>	



# 'M' - MOTHER'S DAY 2021

- M struggled with completing artistic tasks as she often would be worried with perfectionism and rigidity in terms of her assignments.
- By allowing her to choose her designs and creating a flexible work schedule to complete the task, she was able to bring a home a gift for her mom for the 1<sup>st</sup> time ever from school.
- Having the choice of using an alternative workspace proved to be paramount for M, especially when she was able to choose the place.





Personal Awareness & Responsibility  
Self-Determination

I can share and celebrate my efforts, ideas and accomplishments.

Here is my example:



me reading  
9:00 / book  
with ms.  
MILL.  
mipor  
me  
BOOK PIGG XI

My learning goal is:

to read  
~~by~~  
myself



name: [REDACTED]

Prepared by: POPEI  
www.popei.org

## CORE COMPETENCY SELF-ASSESSMENT

- D had entered the year at a PM Benchmark reading level of 2 and was mostly unable to decipher letter sounds and had little phonemic awareness.
- He had little desire to learn to read and was largely resigned to the idea that he would never be able to read independently.
- Through individual reading intervention, D was able to grow to a PM Benchmark of 6 and was excited about continuing to develop his reading level by the end of the year.



# DEAR MR. TAYLOR

Dear Mr Taylor, Monday Sept 26, 202  
I played games and did chores on the  
weekend. I also fed my chickens food.

- M particularly enjoyed the ability to pick their own writing assignments and have a free-flowing personal dialogue with me.
- Her written output grew from this short piece in September to nearly a full page in a 20-minute span in our weekly journals. She thrived in the ability to write on topics of her choice and gained a large amount of confidence in her writing in all subject areas as a result.



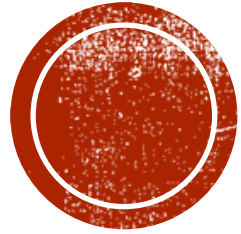




## **HANDS-ON ACTIVITIES**

- Both M and D thrived when getting the option to do hands on activities to show their understanding.
- As writing output was a struggle for each of them, the ability to demonstrate their learning in different ways was super important and took significant stress off them both.





# WE'RE IN MIDDLE SCHOOL, NOW WHAT?

- Communication and “hand-off” was vital for both their transitions from elementary school to middle school.
- M is currently in grade 7 in Late French Immersion, and D is in an alternative English-track middle school.
- Both are very happy with the start to their year and were very appreciative of all the efforts put forward to help them both.