
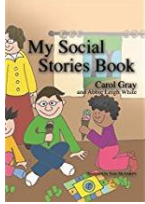

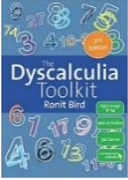






Learning Differences Toolkit

Cluster Box

CLUSTER Toolkit - When to Use the Resources/Equipment?

Equipment	Description/When to use?
 <p><i>“Move in sit” cushion (2 sizes)</i></p>	<p>A portable cushion for young people to sit on if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty sitting still (fidgeting) and/or needs to get up and move around. • Need to move in order to concentrate and/or engage in task. • Difficulty paying attention/concentrating.
 <p><i>My social stories Book</i></p>	<ul style="list-style-type: none"> • An effective way of teaching social and life skills to children on the autism spectrum.
 <p><i>Noise cancelling headphones/Ear defenders</i></p>	<p>A portable tool for young people to use if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty filtering out/distracted by noise. • Appear distressed by noise (i.e. covering ears).
 <p><i>Ronit Bird Dyscalculia kit</i></p>	<ul style="list-style-type: none"> • A toolkit of games and structured activities for students who present with numeracy difficulties
 <p><i>Visual stress assessment pack</i></p>	<ul style="list-style-type: none"> • To screen for signs of Visual Stress. To be used after discussion with Specialist Teacher for SpLD To help identify students who may: • Appear to have difficulty tracking when reading • Report words appearing to “move” on the page.
 <p><i>Weighted lap belt</i></p>	<p>A portable tool for young people to use if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty attending/concentrating. • Difficulty sitting still. • Appears anxious. • Appears overwhelmed by sensory information in their environment. • Difficulty self-regulating (i.e. maintaining levels of calm/focus/alert) required for tasks.