

Supporting Students with NF1 in the Classroom: Checklist

The following checklist is designed to help support students with Neurofibromatosis Type 1 (NF1) in the classroom based on different learning and behavioural challenges they could experience. Suggestions from making a more accommodating classroom to social considerations for students is provided. With the right support and encouragement, students with NF1 can thrive.

Supporting Visual Perception

Students can have difficulty processing visual information

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| <input type="checkbox"/> Format assignments for easier reading: | <input type="checkbox"/> Seat the student closer to the board |
| <input type="checkbox"/> Use highlights or bold text | <input type="checkbox"/> Allow computer or word processor usage for written assignments |
| <input type="checkbox"/> Use word blanks | <input type="checkbox"/> Ensure learning material is not cluttered and is well-spaced |
| <input type="checkbox"/> Use graph or lined paper | |

Supporting Language Challenges

Students can have difficulty understanding language and expressing themselves

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| <input type="checkbox"/> Use pictures, visual prompts, or actions | <input type="checkbox"/> Give hints if the student is struggling to find a word |
| <input type="checkbox"/> Play games that promote language (iSpy, Pictionary, Scrabble) | <input type="checkbox"/> Ensure patience when waiting for a student's response |

Supporting Fine Motor Skills

Students can have difficulty controlling precise movements

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| <input type="checkbox"/> Agree on the neatness expectation of the student's handwriting | <input type="checkbox"/> Encourage playing with building blocks, clay, and puzzles |
| <input type="checkbox"/> Engage in fine art activities such as making collages, finger painting, and colouring | <input type="checkbox"/> If applicable, look for cues ("I hate writing") to improve certain areas of the student's skills |

Supporting Gross Motor Skills

Students can have difficulty controlling large movements

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| <input type="checkbox"/> Focus on fitness and non-competitive activities | <input type="checkbox"/> Encourage playing on the trampoline and playground equipment |
| <input type="checkbox"/> Encourage repetitive motion sports such as swimming or track and field | <input type="checkbox"/> Ascertain if the student can participate in an individualized PE program |

Supporting Executive Function

Students can have trouble organizing info, time, and behaviour to complete tasks

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| <input type="checkbox"/> Provide extra support in organization through an aid or peer tutor | <input type="checkbox"/> Support the student in organizing homework and assigned projects |
| <input type="checkbox"/> Create schedules or routines for classes | <input type="checkbox"/> Break projects down into smaller tasks and use checklists |
| <input type="checkbox"/> Train students in planning tools such as calendars and agendas | |

Supporting Attention Difficulties

Students can have attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD)

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| <input type="checkbox"/> Give extra time for certain tasks | <input type="checkbox"/> Maintain eye contact during verbal instruction |
| <input type="checkbox"/> Modify exams and assignments to test knowledge, not attention span | <input type="checkbox"/> Help the student find areas that they excel in |
| <input type="checkbox"/> Give short and concise instructions | <input type="checkbox"/> Be understanding and adjust the workload to the student |
| <input type="checkbox"/> Allow movement breaks | <input type="checkbox"/> Be in contact with the parents to be aware of strategies that has helped the student before |
| <input type="checkbox"/> Break large tasks into manageable, smaller ones | |

Supporting Social Skills

Students can have trouble with social interaction and communication

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| <input type="checkbox"/> Plan playdates or activities with peers: <ul style="list-style-type: none"><input type="checkbox"/> Prepare the student for the activity<input type="checkbox"/> Plan the activity and allow the student to be in charge of what they want to do<input type="checkbox"/> Limit the length of the playdate<input type="checkbox"/> Ask for feedback | <input type="checkbox"/> Be aware of students experiencing social isolation or bullying: <ul style="list-style-type: none"><input type="checkbox"/> Educate class in a general setting about NF1 if granted consent<input type="checkbox"/> Be aware of the student's behavioural changes<input type="checkbox"/> Reduce isolation through class discussions or team activities<input type="checkbox"/> Build confidence through effort-based praise |
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Support Using an Individualized Educational Plan (IEP)

Students can use formal (IEP) or informal accommodations

- ☐ Detail the student's strengths and weaknesses
- ☐ Identify the specific area where the student needs help in
- ☐ Create an outline of measurable goals and strategies to achieve goals
- ☐ Identify who (educator, student, or parents) will do what by when and why
- ☐ Consistently communicate with parents to create well-aligned support strategies