

### Scenario 1: Meltdown at Math Time

During a math lesson, students are working independently on a word problem. One student, Elena, who has autism and a developmental disability, suddenly puts her head down, starts crying, and refuses to continue. The teacher is unsure what triggered the behavior.

- Discussion Questions:
  - - What might have contributed to Elena's distress?
  - - What strategies could the teacher use in the moment to support Elena?
  - - How can this inform future planning and environment setup?
  - - What role does predictability, sensory sensitivity, or emotional regulation play here?

Team Notes:

### Scenario 2: Reading Aloud Gone Wrong

During a whole-class read-aloud, the teacher asks students to take turns reading paragraphs aloud. One student, Marcus, who has an intellectual disability and struggles with decoding, becomes visibly anxious as the turn nears. When called on, he refuses and says, "I can't do it!" The teacher quickly moves on, but Marcus disengages for the rest of the lesson.

- Discussion Questions:
  - - What does this scenario reveal about access and emotional safety?
  - - What alternatives could the teacher have used to support Marcus's participation?
  - - How could expectations be differentiated while still including all students?
  - - How might student voice and choice be embedded in future literacy activities?

Team Notes: