

To successfully differentiate the English curriculum for a student with Autism Spectrum Disorder (ASD), I need to ensure I have a sound understanding of their behaviour characteristics so I can create an inclusive learning environment that promotes student safety and wellbeing (Australian Institute for Teaching and School Leadership [AITSL], 2017a). To engage the student in the lesson, I would differentiate the content by incorporating materials and tasks that showcase the student's specific interests (Lindsay et al., 2014; Tomlinson, 2017). I know from my collected data records that the student has a special interest in trains, therefore, I would plan a theme-based reading comprehension lesson using a rich sensory exploration book like *Locomotive*, written by Brian Floca. To ensure the student is able to understand the process of the curriculum being taught, I would incorporate a variety of visual supports and materials to assist the student's understanding and learning (Lindsay et al., 2014). For instance, when introducing the class to verbs and how they represent different processes (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2018), I would provide the student with visual cards that focus on the basic doing words i.e., sit, stand, walk, run, read, listen, talk.

To allow the student to effectively demonstrate what they are able to do, I would differentiate the product through the implementation of Tic-Tac-Toe choice boards, as students with ASD often have difficulties with standardised assessments (Autism Spectrum Australia, 2019). The Tic-Tac-Toe method allows me to use my student data records to design an array of assessment activities for English based on the student's readiness, learning preferences and specific interests. This method allows the student to choose the assessment activities they wish to complete, which ultimately enhances their engagement within the learning process (Denning and Moody, 2013). Finally, it is important to create a structured and consistent learning environment that promotes the safety and wellbeing of the student and that is void of any triggers that cause behavioural outbursts or overstimulation. I would achieve this by providing a visual display with images of the class routine,

Commented [CA2]: Good synthesis of literature evident in this discussion.