

Scenarios

Amira is a quiet 9th grade student with low vision. Her Introduction to CS class often uses code examples on slides and diagrams to explain logic structures, which can be hard for her to see.

Jordan, a 2nd grader, enjoys solving puzzles but needs extra time to process directions and complete tasks. The CS activities in their library and technology class are often fast-paced.

Riley, an 8th grader with ADHD, has difficulty maintaining focus and taking turns with peers but thrives with hands-on work in their after-school “Coding and Drones” club.

Devin, a 10th grade student, has a strong grasp of foundational CS and is excited to take Intro. to Game Development. They are nervous about keeping up with their peers, though, because they have a fine motor impairment.

Sam, a 5th grade student with dyslexia, excels during paired programming activities but has difficulty decoding written instructions when working independently.

Lena is a 4th grade student who loves helping her peers and trying new things. She is hard of hearing and often misses verbal instructions in her Robotics class.

Kai, a detail-oriented 11th grader on the autism spectrum, is excited by app logic but gets overwhelmed in their App Development course because of the unstructured group work and loud environment.

Aaliyah is a 9th grade student who is creative and loves storytelling. She has dyscalculia, which can make it challenging to work with numerical concepts in coding, animation timing, and interactive media projects in her Digital Media Production program.

Luke, a 6th grade student at Sunshine Middle School, is curious and tech-savvy, but his reading disability makes decoding and understanding standard text challenging, especially when working with syntax-heavy programming content.

Mateo is a multilingual 10th grade student in Cybersecurity I with strong problem-solving collaboration skills. He is still developing academic English and has a specific learning disability that affects reading comprehension and written expression, which can make it harder for him to fully access some course tasks and demonstrate what he knows.

Example

Choose a scenario:

Luke, a 6th grade student at Sunshine Middle School, is curious and tech-savvy, but his reading disability makes decoding and understanding standard text challenging, especially when working with syntax-heavy programming content.

Brainstorm strategies.

Consider these resources.

- [Considerations when using CS Education Platforms](#)
- [Instructional Strategies for Inclusive CS classrooms](#)