



# Northwest Territories Student Support Plans: Guidelines for Development

SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP

**Northwest Territories  
Student Support Plans:  
Guidelines for Development  
and Teacher Resource Kit  
2006**

SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP



Northwest Territories Education, Culture and Employment

July 2006



# Table of Contents

Acknowledgements.....	IV
Endorsement.....	V
How to Use This Guide.....	1
Introduction .....	2
Education Context.....	3
Education Programs.....	5
Education Program Planning Process.....	7
What is a Student Support Plan and Who Needs One? .....	10
What Kinds of Things are Documented on a Student Support Plan? .....	14
Why is Documentation Necessary?.....	17
Where are Student Support Plans Kept?.....	18
The Student Support Plan Process.....	19
• Development.....	20
• Completing the FileMaker Pro Template .....	26
• Implementation .....	31
• Monitoring and Review.....	31
• Adjustment .....	33
Conclusion.....	34
Frequently Asked Questions .....	37
Glossary .....	45
References .....	50
Appendix	
• Strategies for Students with Learning <i>Difficulties</i> .....	53
• Strategies for Students Requiring <i>Enrichment</i> .....	70

# Toolbox Resources to Support IEP Development

## I. Knowing the Student

### 1. Teacher Resources

T1	Classroom Assessments Checklist .....	6
T2	Teacher Checklist – Student’s Strengths and Challenges .....	7
T3	General Learning Skills Checklist .....	9

### 2. Student Resources

S1	Know Your Strengths Inventory .....	12
S2	Challenges Checklist .....	14
S3	Student Interest Inventory .....	15
S4	Reading Strategies – Student .....	16

### 3. Parent Resources

P1	Parent Survey .....	17
----	---------------------	----

## II. Determining Areas Needing Modification or Accommodations/Adaptations or Extensions

### 1. Teacher Resources

T4	Observation Guide to Reading.....	19
T5	Observation Guide to Narrative Writing.....	21
T6	Printing and Handwriting Keyboarding/Computer Inventory .....	22
T7	Sample Writing Inventory .....	24
T8	Mathematics Skills Checklist .....	25
T9	Curricula Benchmarks .....	26
T10	Identifying and Responding to Students in Need of Enrichment .....	27
T11	Student Support Plan Information Summary .....	28

### 2. Student Resources

S5	Student Self-evaluation of Basic and General Skills .....	29
----	--	----

### 3. Parent Resources

P2	Suggestions for Parents Participating in the Student Support Plan (SSP) Process .....	31
P3	Sample Questions for Parents to Ask during the SSP Process .....	32

### **III. Choosing Appropriate Strategies**

1. Teacher Resources	
T12 Questions to Consider in Selecting Strategies .....	34
T13 Sample Strategies: No-tech to High-tech Continuum.....	35
T14 Assistive Technology for Learning Checklist .....	36
T15 The Compactor (for enrichment) .....	37
2. Student Resources	
S6 What Works for Me Inventory.....	39
S7 Assistive Technology for Learning Investigation – Student Report.....	41
3. Parent Resources	
P4 Questions for Parents Investigating Assistive Technology for Learning (ATL) .....	42

### **IV. Making the Student Support Plan Work**

1. Teacher Resources	
T16 ATL Trial Record – Teacher .....	44
2. Student Resources	
S8 ATL Trial Record – Student .....	48
3. Parent Resources	
P5 Parent Observations of Student’s Attitudes and Achievement .....	49

### **V. Monitoring and Review**

1. Teacher Resources	
T17 Reviewing Effectiveness of Accommodations or Support Strategies .....	51
2. Student Resources	
S9 Student SSP Report.....	52
S10 Monitoring My ATL Use – Student Report.....	53
3. Parent Resources	
P6 Parent Feedback on ATL .....	54

# Acknowledgements

Some material in these guidelines and the accompanying Teacher Resource Kit has been adapted from provincial publications under the sharing agreement of the Western and Northern Canadian Protocol:

Alberta Education, 1997. *Teaching Students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-related Effects*. Alberta Education Special Education Branch.

Alberta Education, 2006. *Individualized Program Planning. Programming for Students with Special Needs Series*. Alberta Education Special Education Branch.

British Columbia Ministry of Education, Skills and Training, 1996. *Teaching Students with Learning and Behavioural Differences, A Resource Guide for Teachers*.

British Columbia Ministry of Education, Skills and Training, 1998. *Teaching Students with Attention-Deficit/Hyperactivity Disorder, A Resource Guide for Teachers*.

Manitoba Education and Training, 1998. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*.

Thank you to the student support consultants for their invaluable contributions:

Liz Baile	Barry Church	Janice Fehr
Anita Griffore	Selena Kowal	Iona Neumeier
Megan Power	Jill Taylor	Sandy Carpenter
Jed Prest	Collett Kelly	Brent Kaulback
Pat Sullivan		

Thank you to Simon deJong for his expertise in designing the Student Support Plan electronic template and to Sharon Hobson, Occupational Therapist, for contributing classroom strategies.

Writer: Joan Heyland

Project Coordinator: Barbara Hall

# Endorsement

These Student Support Plan Guidelines are to be used with the approved FileMaker Pro SSP Template. They are in use in all NWT schools beginning in the 2006-2007 school year in accordance with the *Ministerial Directive on Inclusive Schooling, 2006*.





# How to Use This Guide

Throughout this guide, the following icons will be used to help you find the information you need quickly and easily.



This icon directs you to the Frequently Asked Questions at the back of the Guidelines. The numbers accompanying the icon indicate which question is relevant.



This icon directs you to the glossary at the back of the Guidelines where you will find the word or words in **bold text** or ***bold italicized text*** defined.



This icon directs you to the Teacher Resource Kit which accompany these Guidelines where you will find the Toolboxes referred to in the text opposite the icon.



# Introduction

Within the **inclusive schooling** system in the Northwest Territories (NWT), education program planning for students results in students following a Regular Education Program, a Modified Education Program or an Individual Education Program.<sup>1</sup> A

**Student Support Plan** is the tool designed to document a plan for any student:

- on the Regular Education Program who requires **accommodations/adaptations** for learning difficulty or enrichment;
- on a Modified Education Program because he/she is working below or above grade level.

The following guidelines are intended to assist teachers to work with students and parents to develop, document (on an easy-to-use 1 or 2 page FileMaker Pro electronic template) and implement such plans.

<sup>1</sup> See definitions on Page 5

# Education Context

Education in the Northwest Territories (NWT) is committed to an inclusive philosophy and practice which welcomes all students into school and provides them learning opportunities, appropriate to their diverse strengths and needs, in classrooms with their age peers.

*The Education Act* (1996) mandates access to the education program in a regular instructional setting, support services to give effect to this access, modifications to the school program if deemed necessary to accommodate the needs or abilities of the student and the development of an Individual Education Plan when it is determined that the objectives of the education program are too challenging for the student or do not challenge the student sufficiently [Sections 7 (1 and 2), 8 and 9].

The principles upon which inclusive schooling in the NWT is based are outlined in the *Ministerial Directive on Inclusive Schooling* (2006).

These are:

- Inclusive schooling shall be characterized by equal access to education opportunities.
- Inclusive schooling shall be characterized by an approach to schooling which builds on student strengths and responds to student needs.
- Inclusive schooling shall be community based.
- Inclusive schooling shall promote the involvement of parents/guardians in their children's education.
- Inclusive schooling shall be characterized by collaboration.



The vision for inclusive schools in the NWT is schools where every child feels accepted, valued and safe and students' strengths and challenges are central to all decisions. Core values and beliefs in schools include:

- All students can learn.
- Students learn in different ways, at different rates and in different places.
- Students come from diverse backgrounds and want their differences to be respected.
- Students have the right to an appropriate education program and required supports.
- Parental involvement is essential.

Education programming in an inclusive school presents the challenge of responding to a wide range of students' strengths and needs. The fundamental beliefs of inclusion suggest a student-centered approach to teaching and learning in which learning is shaped by knowledge of the strengths and needs of the learner. It provides students with a balance of learning experiences that address physical, social, emotional and spiritual as well as intellectual needs. Learning experiences should also be integrated, process-oriented and interactive. An inclusive school is one in which everyone belongs, is accepted, supports and is supported by peers and educators while having his or her educational needs met.

# Education Programs

Students in schools in the NWT follow one of three programs depending on their strengths and needs. These are defined as follows:

- **Regular Education Program**  
A Regular Education Program is determined by the learning outcomes articulated in NWT curricula for a specific **grade level**.
- **Modified Education Program**  
A Modified Education Program retains the learning outcomes articulated in NWT curricula, at a level other than the assigned grade level. Based on student strengths, needs and interests, a collaborative process is used to determine and document/record necessary program changes.
- **Individual Education Program**  
An Individual Education Program is a student-specific program and is outlined in an Individual Education Plan (IEP). This plan is a comprehensive written education plan with goals and objectives determined through a collaborative process and driven by the strengths and needs of the student. It may or may not include learning outcomes articulated in NWT curricula.



In short, a student's program is characterized by its **learning outcomes**:

Regular Education Program	=	curricular learning outcomes at grade level
Modified Education Program	=	curricular learning outcomes above or below grade level
Individual Education Program	=	student specific learning outcomes which may or may not include curricular learning outcomes



Students following any of these programs may have a range of accommodations/adaptations to help them meet the learning outcomes of their program.

***Accommodations/adaptations*** do not alter the learning outcomes of a program, but they help students achieve those outcomes by taking into account individual strengths and needs.

In this document the term accommodations/adaptations is used primarily to refer to **strategies** for students who are experiencing learning difficulties. Comparable strategies for enrichment are designated in this document as **accommodations/extensions**.

Examples of both of these types of strategies may be found in the Appendix.

For students who require an **Individual Education Plan (IEP)** because they are on an **Individual Education Program**, please refer to *Northwest Territories Individual Education Plans: Guidelines for Development and Teacher Resource Kit, 2006*, for assistance with the development, documentation, implementation and monitoring of IEPs.



The following guidelines are intended to assist teachers with **Student Support Plans** for some students on the Regular Education Program and all students on Modified Education Programs (MEPs).

# Education Program Planning Process

Collaborative program planning with students, parents and educators involved is desirable for all students. Throughout a child's schooling, students and parents are involved in discussions of the most appropriate program for a child based on the child's strengths and needs. Many strategies are in place in schools to encourage more student and parent input in education planning such as class reviews, three-way conferencing, **Career and Program Plans** and person-centered planning processes for education plans and behaviour support plans, using strategies such as **Making Action Plans (MAPS)**, and **Planning Alternative To-morrows with Hope (PATH)** and **Personal Futures Planning (PFP)**.

Collaborative planning for a particular student promotes the identification, coordination and use of a range of resources and strategies that will offer that student the best opportunity for developing and achieving in all educational experiences. It ensures that the whole child/student is considered.

Each school year classroom teachers or subject/course teachers are faced with a new group of students. Within each classroom students learn at different rates and in different ways, using different **learning styles** and **multiple intelligences**. Teachers in the NWT can meet the needs of the majority of students through **differentiated instruction** using a variety of teaching strategies and approaches to support the range of abilities of their students. These may include variation or adjustments to instruction time, the environment, resources, materials, presentation, assignments and assessments, in response to student readiness, interests and learning styles.





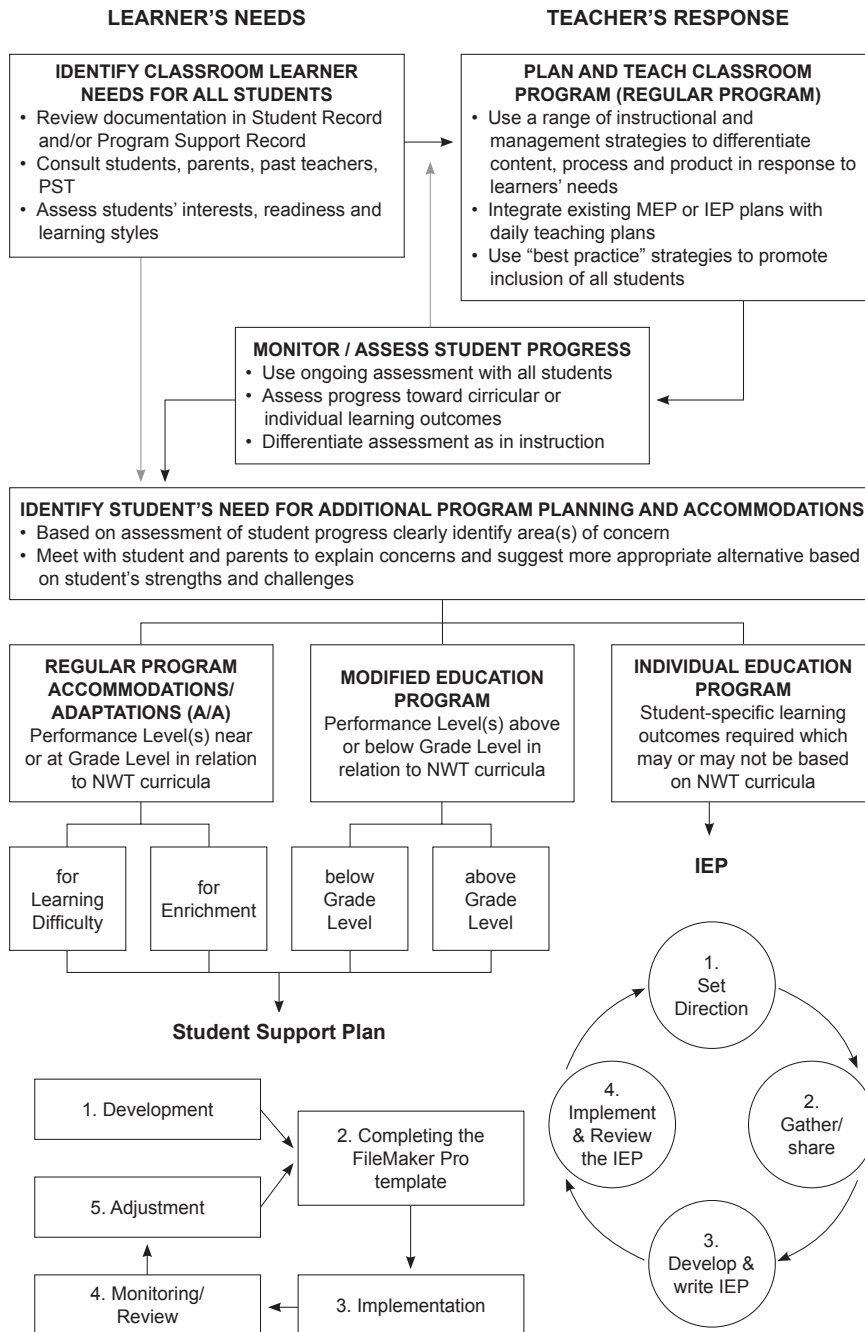


The processes and strategies of differentiated instruction adopted in the classroom may not be sufficient to address the needs and learning goals of every student. Students experiencing learning difficulties and/or with handicapping conditions or disabilities may require additional program planning. These students may require accommodations/adaptations to the Regular Education Program, a Modified Education Program or an Individual Education Program. A student for whom the goals and objectives of grade level curriculum are not challenging enough may require accommodations/extensions to the Regular Education Program or a Modified Education Program.



Each year classroom/course teachers face the task of choosing the most appropriate program for a number of their students. The following diagram outlines a program planning process that indicates the teacher's response to the various learners' needs in the classroom and the process followed when specific accommodations or modifications are required to meet a particular student's strengths and **challenges**. The various stages outlined in this process will be described in more detail in the following sections.

# Education Program Planning Process



# What is a Student Support Plan and Who Needs One?

A Student Support Plan is a one or two-page document developed using FileMaker Pro. It identifies either:

- accommodations/adaptations for difficulty, or enrichment strategies required for success in the Regular Education Program for a student whose performance levels are near or at grade level;
- or
- targeted curricular outcomes for subjects in which the student is on a Modified Education Program (because the curricular outcomes being worked on are below or above grade level), as well as accommodations/adaptations for difficulty, or enrichment strategies.

As illustrated in the Education Program Planning Process diagram on the previous page, the decision to develop a Student Support Plan is made by a teacher after he/she has followed an ongoing process in the classroom that involves:

- **assessment** of the learners' needs and interests;
- teaching in response to these using a range of classroom strategies; and
- monitoring and assessing the students' progress.

In general terms, a Student Support Plan is developed when a student experiences persistent learning difficulties and requires specific strategies to address those difficulties or when a student needs enrichment. In more specific terms, the Student Support Plan documents one of four alternatives.

## 1. Regular Education Program with Accommodations/ Adaptations for Learning Difficulty (K-12)

A student following the Regular Education Program may be close to achieving the learning outcomes of the NWT curricula at grade level but, because of certain needs or challenges, is at risk of not achieving that goal. For such a student the teacher puts in place individual accommodations/adaptations – see appendix – to assist the student to achieve the learning outcomes. These accommodations/adaptations may be necessary for some or all subjects or for general skills.<sup>2</sup>

<sup>2</sup> “General skills” refers to a number of skills, attitudes and behaviours (e.g. motivation, organization, attention) related to the overall learning situation rather than a particular subject area.



## 2. Regular Education Program with Accommodations/ Extensions for Enrichment (K-12)

A student who exhibits abilities and capabilities beyond their age peers in one or more subject areas may achieve the learning outcomes at their grade level with ease. For such a student the teacher offers more challenge through enrichment strategies (see appendix). These strategies foster and develop higher order thinking skills, creativity and problem solving, adding breadth and depth to the learning experiences at the student's grade level.

## 3. Modified Education Program – Student Working Below Grade Level (Grades 1<sup>3</sup> through 9)

A student who is attempting to achieve the learning outcomes of the Regular Education Program may be unable to do so even with differentiated instruction and/or a variety of accommodations/adaptations. For such a student the teacher targets the subject areas of most concern and has the student work on learning outcomes at a level below grade placement and closer to his/her **performance level**. The student will likely also require accommodations/adaptations to meet the learning outcomes at this level.

## 4. Modified Education Program – Student Working Above Grade Level

A student who demonstrates exceptional abilities in one or more subject areas may achieve the learning outcomes of the Regular Education Program more rapidly than other classmates and be able to handle learning outcomes of a higher grade level. **It is strongly recommended that before considering subject or grade acceleration, the teacher offer the student many opportunities for enrichment of the curricular outcomes at grade level as in #2 above.**

A Student Support Plan for any of the above is a one or two-page document generated by a FileMaker Pro template which is user-friendly and requires little time to complete.

<sup>3</sup> Kindergarten students cannot be on a Modified Education Program – Below Grade Level since there are no NWT curricular outcomes at a lower level than kindergarten. See also, FAQ #5.



*A Modified Education Program retains the learning outcomes articulated in NWT curricula, at a level other than the assigned grade level.*



It is not possible for students at the Senior Secondary Level (Grades 10, 11, 12) to be on a Modified Education Program. Each course is discrete and a student either meets the learning outcomes of the course or does not. There is no way to work on lower or higher level learning outcomes within a course or to receive partial credits. In senior secondary grades students' diverse needs are served in part by the variety of courses offered at each grade level in each subject area. Accommodations/adaptations may still be required and need to be documented as per #1 and #2 above.

**The Career and Program Plan (CPP)** process is of particular importance for students who have had a Modified Education Program earlier in their schooling. Course selection must be matched to the student's strengths and challenges. Students requiring support to meet the learning outcomes of particular courses may have accommodations/adaptations put in place to assist them. These would be documented on a Student Support Plan for the Regular Education Program with Accommodations for Difficulty.

Additional strategies appropriate to the secondary level are identified on the Student Support Plan electronic template and are listed in the Appendix. It is vital that any strategies are properly documented if accommodations or special provisions are requested for the senior secondary Alberta-based exams. No such request is granted unless there is proof that the accommodations were in place for the instruction of the course.

It is important to note that strategies used to accommodate students with disabilities such as hearing loss, poor vision, physical impairment or loss of mobility need, in most cases, to be in place for all classroom situations and are not subject related. Accommodations/adaptations such as preferential seating and noise reduction for a student with hearing loss, large print materials and lighting adjustments for a student with poor vision or a specialized computer or scribe for a student with physical impairment need to be described and documented on a Student Support Plan. These examples are found under the Sensory/Motor Focus Area (appendix) and on the Student Support Plan template. Other disabilities or special conditions can be added in an "Other" Focus Area. A Student Support Plan is appropriate for such students only if, with these accommodations, they are able to achieve the learning outcomes of the Regular Education Program or a Modified Education Program. Other students with disabilities may require more complex support and the student-specific learning outcomes of an Individual Education Program.

The development of Student Support Plans becomes more complex once a student reaches Junior Secondary with a rotary system and several teachers for different subjects or Senior Secondary with several course teachers. The student who requires accommodations/adaptations in one or more skill areas, e.g. attention, organization, memory, for instance, would likely require these in more than one subject/course. It is suggested that one person, such as the PST, coordinate the collaborative development and implementation of the Student Support Plan(s) for such students.



## What Kinds of Things are Documented on a Student Support Plan?

A Student Support Plan documents **Focus Areas** in which the student is having difficulty or in which enrichment is required and specific **strategies** chosen to address each of those Focus Areas.

Some Focus Areas for difficulty are *general skills* required in any subject area. These include:

- motivation
- organization of self and materials
- attention
- memory
- sensory/motor
  - hearing
  - vision
  - fine and gross motor
- assessment
- routines, directions and transitions
- frustration and anger
- social interactions

Other Focus Areas for difficulty are *specific subjects/curricula*, and include:

- listening
- oral expression
  - sounds and vocabulary development
  - word retrieval, articulation and fluency
  - limited language output
- reading
- written expression
- math computation
- math word problems

A final Focus Area for difficulty lists additional strategies suitable for senior secondary grades.

Focus Areas for the purpose of enrichment include:

- curriculum content
- timing and pace
- resources and materials
- instruction
- higher-level thinking and skills
- products, assessment and evaluation

Other Focus Areas, not outlined on the above lists, may be added to address other subjects, specific skills or special conditions. Strategies to address these additional Focus Areas would need to be added to the SSP template by the teacher.

The completed Student Support Plan is a *one-page* document when it is documenting the Regular Education Program with accommodations/adaptations for difficulty or accommodations/extensions for enrichment. The Student Support Plan is typically a *two-page* document when it is documenting a Modified Education Program (because the student is working on curricular outcomes above or below grade level). In these cases there is an additional section in which the teacher identifies the curricular learning objectives, that are either above or below grade level, being worked on by the student.



A completed Student Support Plan might look as follows:



## ***Chief Albert Wright School Student Support Plan***



**Date:** July 24, 2006

**Name:** Joe Blow

**Date of Birth:** May 3, 1995

**Grade Placement:**

**Type of Plan:** Regular Program with Accommodations for Difficulty

**Statement of Purpose / Rationale:** Joe has difficulty organizing himself and staying on task.

### **Strategies:**

---

#### **Organization of Self and Materials**

- Teach and include practice on:
  - basic organization (books, locker, desk, classroom spaces)
  - use of agenda, checklists, advance organizers
  - note-taking and study skills
- Check organization of notebooks frequently
- Provide student with checklist for getting started or set up cueing signal from teacher

#### **Attention**

- Set smaller goals or partial goals, do spot checks and frequent evaluations
- Create additional/alternative work space for student (quiet area for study, study carrel)
- Help student focus attention on materials
  - keep desk free of unneeded materials/clutter
  - adapt page set-up by line indicators, sectioned paper, graph paper, raised line paper, covering parts of worksheet, putting less information on page
  - use arrows, underline, or dots for line direction to help student follow printed material
  - use window cards, frames, thick borders or boxes to help student focus on page or part of a page
- To deal with overactivity or the need for stimulation from movement:
  - provide squeeze balls on desk

**Comments /** Joe concentrates better when he has a snack at recess.

### **Additional Information:**

### **Signatures:**

Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

This plan has been shared with the Parent, Teacher, and Student.  
It will be revised if necessary at all school reporting periods.  
A copy must be placed in the Student Record.

# Why is Documentation Necessary?

The *Student Support Needs Assessment 2000* indicated that there are large numbers of NWT students for whom the Regular Program is “too difficult” and others for whom it is “too easy”. Given that a key role of teachers is to communicate student progress to parents, the Student Support Plan – which documents Focus Areas, and identifies specific strategies to address those areas – becomes an important *communication* tool.

If a student is performing at a grade level other than the assigned grade level, a Student Support Plan will make this clear. By documenting a plan, the parent, the student and teacher should all have the same understanding of the Focus Areas (e.g. curricular areas of reading and writing, and general skills of organizing self and materials) and the specific Strategies selected to address the Focus Area(s). The end result is that educators show accountability for accurately communicating student progress and identifying programming strategies that such students need.

Developing Student Support Plans on a common template will provide more consistency in programming and documentation from year to year, school to school and region to region.





## Where are Student Support Plans Kept?

A copy of any Student Support Plan developed for a student must be kept in the Student Record [*Education Act, Section 29(2)(a)* and *Student Record Regulations Section 4(1)(n-o)*]. At the time of signing and implementation of the plan, the teacher, the parent and the student (when appropriate) will have copies. For some students there may be supporting documentation in the Program Support Record.<sup>4</sup>

<sup>4</sup> For more information on these and other records that schools have for students, refer to *Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students (1998)* (under revision).

# The Student Support Plan Process

A common process is in place for the development, documentation, implementation, monitoring and review of Student Support Plans for any of the four Student Support Plan purposes described on pages 10 and 11.

Key to the success of a Student Support Plan is ongoing, open communication between the student (when possible), parent and teacher at every stage of the process from the suggestion to develop a plan for the student through to the periodic review of the student's progress.

The parent and student need to have a clear understanding of:

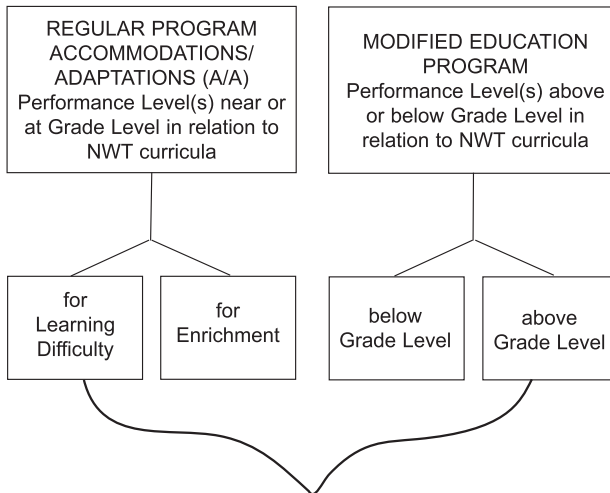
- the student's performance (what the student knows and can do) in the various subject areas in relation to the grade level or course learning outcomes;
- what strategies the teacher proposes to use to either help the student improve his/her performance or, in the case of enrichment, add breadth and depth to the student's learning experiences; and
- the role of each person in supporting the implementation of the Student Support Plan and in its review.

It is important for teachers to keep in mind that some parents and students may have difficulty in accepting the fact that a student is functioning below grade level. Any communication about the student's **achievement**, learning needs and Student Support Plan should be straightforward and honest but delivered in a sensitive and confidential manner.

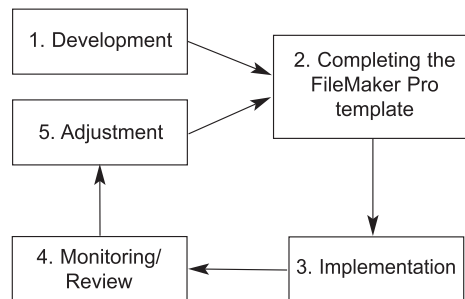


## Partial Education Program Planning Process

Teacher has determined that learner needs:



### Student Support Plan



The complete Student Support Plan process is described in detail below.

## Development

### Knowing the Student

Once the teacher has followed the initial process described in the Education Program Planning diagram and has determined that a student requires some type of programming support, he/she may decide that additional information is required about the student in order to make appropriate decisions. Toolboxes T1, T2, T3, S1, S2, S3, S4 and P1 may be helpful by providing information from the student and parent as well as the teacher's perspective.



## Determining Areas Needing Modification and/or Accommodations/Adaptations or Extensions

Refer to the possible Focus Areas listed in the appendix. In addition, Toolboxes T4 to T11, S5, P2 and P3 may be useful in the following process:

- Identify all subjects in which the student is currently not able to achieve the learning outcomes of the Regular Education Program or those subjects requiring enrichment.
  - Identify the subjects of most concern. Have documentation available to illustrate the basis of concern, e.g. expected performance benchmarks vs. what the student is currently able to do.
- Identify any general skills for which the student is not meeting age-appropriate expectations, e.g. paying attention, organization of self and materials, memory.
  - Identify the general skills of most concern. Have examples to illustrate the student's challenges and how these are affecting his/her ability to achieve the learning outcomes of the Regular Education Program.
- Prioritize which of the subjects or general skills need to be addressed first in order to bring about a change in the student's performance. These will be the Focus Areas on the Student Support Plan.
- Keep the number of Focus Areas practical and manageable for both the teacher and the student.

## Select Type of Student Support Plan

- Select the type of Student Support Plan to be developed (i.e. Regular Program with Accommodations for Difficulty, or Regular Program with Accommodations Enrichment, or Modified Program – Below Grade Level, or Modified Program – Above Grade Level) based on concerns identified above.
  - For students experiencing difficulties, one helpful “filter” question to decide between the Regular Education Program with Accommodations for Difficulty or a Modified Program – Below Grade Level is, “Is the student expected to achieve curricular outcomes at the assigned grade level at the end of the year?” If the answer is “yes” then the first alternative is appropriate.





- In most cases of students requiring more challenge, a wide variety of enrichment strategies, i.e. accommodations/ extensions to the Regular Education Program should be implemented before putting the student on a Modified Education Program which accelerates the student to the next grade in one or more curricular areas.
- Discuss the Student Support Plan type with the student and parent. Document this discussion.<sup>5</sup> A useful tool to use in this discussion is the Strategy Checklists. These can be printed directly from the FileMaker Pro Student Support Plan template and are also found in the appendix. These checklists can be used to facilitate discussions of which strategies to include on the Student Support Plan.

## Choosing the Appropriate Strategies

Key to the concept of a Student Support Plan are decisions about which Focus Areas (general skills and/or specific subject/curricula areas) to concentrate on and what Strategies (accommodations/ adaptations or extensions) should be tried for each Focus Area. Ideally, both the student and the parents are part of a team with the teacher to make these decisions. Decisions about the Focus Areas will have been made based on the teacher's concerns about the student's performance in certain subjects or general skills areas. Decisions about the best strategies to try are more complex. In addition to using the Strategy Checklists (appendix), Toolboxes T12, T13, T14, T15, S6, S7 and P4 may provide assistance.



In determining which strategies might be appropriate for a particular student, it is important for the teacher, student and parent to agree on:

- the priority Focus Area(s) for the student;
- the student's abilities and challenges in the Focus Area(s) selected;
- a range of possible strategies for each Focus Area (see appendix) and then agree to;
  - select a few strategies to try; and
  - monitor and review student performance with the strategies in place.

<sup>5</sup> If parents are unavailable or refuse to be involved, document attempts at communication.

Taking time to choose the most appropriate strategies for the student can:

- increase success for the student;
- reduce frustration;
- save time by avoiding having to repeat the process often; and
- save expenses by trying inexpensive options first.

It is critical to start with what the student needs to be able to do and the environment in which he/she needs to be able to do it and then consider strategies and/or tools from simple to complex that will allow him/her to do that task.

Strategies for students on Student Support Plans may involve technology. The term “**assistive technology for learning (ATL)**” is used to describe materials/equipment that allow access to learning for students who have barriers due to their sensory, physical, cognitive or other learning challenges. The term ATL denotes both a device and its application. Several of the strategies listed in the appendix involve ATL.

All strategies for each of the Focus Areas and Strategy Checklists (in appendix) can be organized on a continuum using the criteria of:

- level of technology;
- cost of materials/equipment;
- time for the student to learn or be trained to adapt to the strategy or use the equipment; and
- level of maintenance required for any given equipment/tool.

The following chart describes some examples.





## Sample Strategies: No-tech to Hi-tech Continuum

Level of Technology	Examples
<b>No-tech</b>  0 – \$ Little time to learn No maintenance	<ul style="list-style-type: none"> <li>• Check organization of notebooks frequently</li> <li>• Keep desk free of unneeded materials/clutter</li> <li>• Pre-teach vocabulary and key concepts</li> <li>• Provide copy of teacher/peer notes so student can focus on listening</li> <li>• Decrease volume of questions for math assignments</li> </ul>
<b>Low-tech</b>  \$ – \$\$ Some time to learn Little maintenance	<ul style="list-style-type: none"> <li>• Raised line paper</li> <li>• Alternative writing surfaces (e.g. white boards)</li> <li>• Alternative writing implements (e.g. magnetic letters, alphabet stamps, magnetic words)</li> <li>• Materials to support memory, focus and organization (e.g. sticky notes, highlighters, webs)</li> </ul>
<b>Mid-tech</b>  \$\$ – \$\$\$ More time to learn Some maintenance	<ul style="list-style-type: none"> <li>• Tape recorders</li> <li>• Calculators, talking calculators</li> <li>• Talking spell checkers</li> <li>• Audio books</li> <li>• Dedicated word processors<sup>6</sup> (e.g. Alphasmarts)</li> <li>• Simple voice playback devices (e.g. talking picture frames)</li> </ul>
<b>High-tech</b>  \$\$\$ -\$\$\$\$ A lot of training required for student and others High maintenance	<ul style="list-style-type: none"> <li>• Specialized software such as               <ul style="list-style-type: none"> <li>• Talking word processors</li> <li>• Word prediction</li> <li>• Screen reading</li> <li>• Scan-and-read</li> </ul> </li> <li>• Dedicated communication devices               <ul style="list-style-type: none"> <li>• Sound field FM</li> <li>• Voice output display with multi-messaging</li> <li>• Voice output device with speech synthesis</li> </ul> </li> <li>• Specialized computer access               <ul style="list-style-type: none"> <li>• Touch screens</li> <li>• Alternative keyboards</li> <li>• Switch adapted mice</li> </ul> </li> </ul>

<sup>6</sup> A dedicated word processor produces simple text only, with no options for font, format, etc. It is less expensive than a regular computer.

The rule of thumb is to choose the simplest strategy and/or tool that will bring about the desired result. Do not spend more time or dollars than are necessary. Begin with no-tech or low-tech strategies and then progress to more complex strategies or technologies only if the low-tech does not adequately reduce barriers to learning success.

Following review of progress with the initial strategies in place it may be evident that more complex, high-tech ATL needs to be tried with the student. In this case, trials need to be conducted with various demo versions of the software or hardware on short-term loan before any purchase is made.

The general rule for ATL purchases, like any major purchase, is *don't buy it until you try it*. Trials demonstrate how well the tool/equipment may work for the student, but also help the teacher and other staff understand what is needed to support ongoing implementation of the ATL.

Any implementation plan for Student Support Plan strategies involving high-tech ATL must focus on:

- training for the student in effective use of the ATL;
- training for staff to understand and support the student's use of the ATL; and
- development of an effective system for managing the equipment the student will be using.

The training of staff who support the student is as critical as training the student. If the people working with the student on a daily basis do not understand the student's technology tools, there is danger that ATL will be viewed as too difficult or cumbersome and will not be implemented.

*Most assistive technology software can be leased through SET-BC much more economically than by purchasing such software. Go to [www.setbc.org](http://www.setbc.org) and click Provincial Software Acquisition Plan (PSAP).*

In summary, choices of strategies for any student must be based on agreement among the student, teacher and parents about the priority Focus Areas, the student's abilities and challenges within these areas, and possible strategies to try, monitor and review. Choosing which strategies to try that involve tools or equipment may be assisted by exploring the many options along a continuum of "no-tech" to "high-tech". High-tech ATL solutions should be put in place for students only after other no-tech to mid-tech options have not enabled the student to perform the tasks for which the technology was chosen. In addition, trials of high-tech ATL need to have taken place to verify the efficacy of such tools/equipment, and adequate training *must* accompany the purchase or lease of any ATL.

## Completing the FileMaker Pro Template

The following explains the expected content for the various sections of the Student Support Plan template. The template should take only a few minutes to complete once the type of program and Focus Areas have been identified and parental agreement has been obtained. The template may be partially completed as you proceed through the stages of the Development process. You may wish to complete the template in stages as information becomes available. Information may be added by using the Edit button.

The following instructions will be faster and easier to understand if you are at a computer with the Student Support Plan template open.

### Student Information

Enter the following information:

- Date – date of development of plan (entered automatically)
- First Name and Last Name
- NWT Student ID number (optional)
- **Class placement** (optional)
- Date of birth (month/day/year)



## Type of Plan

Enter the type of Student Support Plan chosen for the student:

- Regular Program with Accommodations for Difficulty
- Regular Program with Accommodations for Enrichment
- Modified Program – Working Below Grade Level
- Modified Program – Working Above Grade Level<sup>7</sup>

## Statement of Purpose/Rationale

This statement should be as short and concise as possible. It should provide an answer to the following question:

- Why does the teacher(s) believe the student requires accommodations to succeed in the Regular Program, or a Modified Education Program?

Sample Statements (corresponding to the programming alternatives 1 and 2 for the Regular Program):

- B. needs accommodations for her hearing loss to achieve at grade level in English Language Arts.
- B's capabilities are such in all subjects that she will benefit from enrichment strategies to enhance her learning.

Statements of Purpose for programming alternatives 3 and 4 for Modified Programs will appear automatically on the template once a Modified Program button has been selected under Type of Plan.

They will say, for example:

- Barbara is working below grade level in \_\_\_\_\_. (subjects to be inserted by the teacher(s), e.g. Math and Science). Additional information such as "As well, she needs accommodations to organize herself and materials." may be added.
- Barbara is working above grade level in \_\_\_\_\_. (subjects to be inserted by the teacher(s), e.g. English Language Arts). Additional information such as "As well, she will be encouraged to do more project work." may be added.



<sup>7</sup> When this plan type is chosen, a message will appear indicating that acceleration should not be a first option; in most cases enrichment should be provided through the Regular Program with Accommodations for Enrichment.



## Targeted Curricular Outcomes (for MODIFIED PROGRAMS only)

If the type of Student Support Plan is one of the Modified Programs, a text box will appear entitled Targeted Curricular Outcomes. In this text box the teacher will indicate for each subject area identified in the Statement of Purpose:

- Curricular level to be worked on, e.g. Math – grade 3
- Resources, e.g. texts, computer programs, manipulatives, math games
- Person responsible, e.g. teacher, peer helper

During field trials it became evident that some teachers wanted to provide more detail around the curricula being modified than others. While it is not necessary to state curricular content in detail, it should be clear to everyone what grade level and which curricular outcomes a student is working on. Any detail beyond that should be provided to the extent that the teacher feels it is helpful for him/her when working with the student.

Because of the wide differences in the amount teachers prefer to write in this section, the FileMaker Pro template allows users to ask for additional space. Any used space closes up when the document is actually printed.

### Focus Areas

Focus Areas identified are chosen from the drop-down pick list on the template. The listed areas represent both *subjects* and *general skills*. The list is not exhaustive. There is provision for adding other Focus Areas such as other subjects, specific skills or special conditions by selecting the Focus Area labelled “Other” on the pick list and following the prompts.

For each student, Focus Areas will include *subjects* only, *general skills* only or a combination of the two. It is suggested that the number of Focus Areas selected be kept to a few so that the Student Support Plan is realistic and manageable for both the student and the teacher. Focus Areas may be changed or others added when the Student Support Plan is reviewed.

## Strategies

The strategies selected are chosen from drop-down pick lists on the template for each Focus Area. In some Focus Areas a more general strategy may have sub-strategies. All of these will appear when the general strategy is selected. Teachers then delete the sub-strategies they don't want and can edit others if needed.

The compilations of strategies are not exhaustive. There is provision on the template for adding other strategies either under existing Focus Areas, or for entering strategies beside the "Other" Focus Area. In both cases, simply key in (on the right (white) side of the template) the strategies you wish to include. Note the instruction on tabbing.

Cross check the appropriateness of chosen strategies by answering the following "filter" questions:

- Can the student meet expected learning outcomes without this?
- Does the strategy use the student's strengths as well as respond to the student's challenges?
- Is consistent implementation of this strategy realistic for the teacher?
- Can this strategy be implemented without unduly isolating the student **peers** or drawing unnecessary attention?

It is suggested that the number of strategies chosen under each Focus Area be kept low in order to ensure realistic implementation for both the student and the teacher. It is important to balance what is necessary for the student's success and what is reasonable to expect of the teacher. Strategies may be discontinued, substituted or added when the Student Support Plan is reviewed.

It is also important to note that any accommodations/adaptations made to the instruction process should also apply to the assessment process.



## Comments/Additional Information

Any additional information about the student that is pertinent to the implementation of the Student Support Plan may be added here. Factors that may be affecting the student's performance such as attendance, second-language learning, health conditions, are a few examples. Comments might also include information about the home-school relationship, availability of/or suggestions for parental help at home.

## Signatures

There is space for the dated signature of the parent and other spaces for the signatures of the teacher or teachers involved and the student. If other signatures are needed, have the individuals sign anywhere in the Signature section.

Student signatures are desirable and will be possible for students once they are of an age to fully understand their Student Support Plan.

Ideally, parents will have been involved throughout the planning process for a Student Support Plan and, if so, will be signing as an involved party. If there has been little or no involvement of the parents, every effort must be made to inform them fully of the Student Support Plan and its implications for their child and request their signature as indication of acceptance/approval.

Unlike the IEP, parental approval is not required before an SSP can be implemented. Parental approval is desirable since it indicates involvement and communication between home and school, but the SSP can still be implemented without such approval.

The classroom teacher signs as the individual primarily responsible for implementation of the plan. In some cases at the junior and senior secondary levels there could be signatures of a number of subject or course teachers if the Student Support Plan has been developed /discussed collaboratively.

## Implementation

Student Support Plans need to be integrated with the overall classroom daily or lesson plans.

It is suggested that selected strategies be introduced by the teacher one or two at a time so that students can become familiar with them and can assist in evaluating their usefulness. Toolboxes T16, S8 and P5 may be useful in the implementation process, particularly for strategies involving ATL.

Parents and families have a support role to play in implementation of a Student Support Plan. They can reinforce learning, assist with work sent home and give emotional support as the student works toward improving their learning.

## Monitoring and Review

### Monitoring Achievement of Learning Outcomes

Monitoring the progress of a student who has a Student Support Plan is essential in order to make sure that the strategies in place are indeed contributing to the student's achievement of grade level learning outcomes in subjects and/or age-appropriate skills.

Assessment data needs to be collected periodically as for any other student, but paying particular attention to:

- Assessing and evaluating in terms of the appropriate curricular learning outcomes, i.e. those of the Regular Education Program or, for a Modified Education Program, those below or above grade placement as specifically described in the Student Support Plan.
- Ensuring that any specified accommodations/adaptations for “test-taking” are in place when necessary.

Again, as for any other students, assessment can take many forms, including observations, anecdotal records and samples of student work.







## Review and Reporting

The Student Support Plan template states that the plan will be reviewed and revised, if necessary, at all school reporting times. This represents a minimum requirement. The plan may be reviewed at any time if the teacher, parent and student agree that adjustments may be necessary. Toolboxes T17, S9, S10 and P6 may provide useful information for these reviews.

Any review should focus on the following:

- Is the Student Support Plan, in the student's view, meeting his/her needs?
- How effective are the strategies?
- How much progress has the student made towards achieving their learning outcomes?
- Do any of the Focus Areas or strategies need to be changed to reflect the student's changing strengths or challenges?

Regular reporting to students and parents is critical for students on Student Support Plans. All parents of students with a Student Support Plan will receive the same form of report card as do parents of other students. Many students with a Student Support Plan may be working on the learning outcomes of the Regular Education Program in some or all areas. When a Student Support Plan documents a Modified Education Program either above or below grade level, the student's report card should show the designation (M) to signify which subject areas have been modified.

## Adjustment

During each review of a Student Support Plan a decision will be made to:

- discontinue the Student Support Plan as the goal/purpose of the plan has been achieved.  
*or*
- adjust strategies within a Focus Area by:
  - adding new strategies (review Choosing Appropriate Strategies, page 22);
  - substituting others for ineffective strategies; or
  - reducing the number of strategies.*or*
- change the areas of focus by:
  - discontinuing one where the learning outcomes have been achieved or the skills improved;
  - adding new area(s) of focus if there are additional needs (review Determining Areas Needing Modification or Accommodations, page 21).*or*
- continue with the Student Support Plan as written.

Any small adjustment to strategies implemented by the teacher will need to be documented on the template and communicated to the student and parent. Any major changes to the Focus Areas, strategies or purpose of the plan discussed with the student and parent at review times needs to be documented on a new form and re-signed. Because the template is easy to complete, this process will not take long.

## Conclusion

It is apparent that a significant number of students in NWT schools find the Regular Education Program “too difficult” at their assigned grade level. Others find it “too easy” and require enrichment. Four programming scenarios are possible to address the needs of these students within the classroom. The Student Support Plan template, used to document Focus Areas and Strategies for any of these four scenarios, was designed to be concise, user-friendly and quick to complete. The Student Support Plan will serve as a communication tool between the teacher, the student and parents as well as an accountability tool for the student’s program and progress.

SSP SSP SSP SSP

SSP SSP SSP SSP

SSP SSP SSP SSP

## **Frequently Asked Questions (FAQs)**

SSP SSP SSP SSP

SSP SSP SSP SSP

SSP SSP SSP SSP

SSP SSP SSP SSP



# Frequently Asked Questions (FAQs)

## FAQ

1. Why is it necessary to document and implement accommodations/adaptations and Modified Education Programs?
2. Under what conditions might a student on an MEP be better served by the development of an IEP?
3. How does one distinguish between strategies employed class-wide under differentiated instruction and those appropriate to individuals only?
4. How can teachers at the secondary level be supported to take the approach of teaching a diversity of students rather than teaching “the course”?
5. Is it appropriate to develop a Student Support Plan for a child in kindergarten?
6. How does one determine if a student who is not meeting grade level learning outcomes should have a Regular Program with Accommodations/Adaptations or a Modified Education Program – Below Grade Level?
7. What suggestions can be given to parents to support Student Support Plans at home?
8. How do you determine which curricular learning outcomes a student on an MEP should be working on?
9. Can a student be on an MEP for one or more subject areas and a Regular Education Program with Accommodations/Adaptations for another or others? How should this be documented?
10. Where should Student Support Plans be kept and how confidential are they?
11. Why should subject or grade acceleration not be the first option for a student who is finding the work at grade level “too easy”?
12. Why are Modified Education Programs (MEP) only valid up to grade 9? Can't Education Programs be modified in grade 10 to 12?

## Frequently Asked Questions (FAQs)

**1. Why is it necessary to document and implement accommodations/adaptations and Modified Education Programs?**

Section 8 of the *Education Act (1996)* states that, “Education staff shall make modifications to the school program for a student where the education staff considers the modifications necessary to accommodate the needs or abilities of the student.” Any changes made to the Regular Education Program to accommodate the “needs or abilities” of a student need to be documented so that teachers are accountable for both accurately communicating student progress to parents and identifying and implementing programming strategies that respond to the needs of each student, in accordance with the *Departmental Directive on Student Assessment, Evaluation and Reporting (2001)*.

**2. Under what conditions might a student on an MEP be better served by the development of an IEP?**

If a student has been on an MEP and is unable to advance through attainment of the learning outcomes of the NWT curricula at a level or levels below his/her grade placement, he/she may require individual learning outcomes outside of the NWT curricula. An IEP would be more appropriate in such a case. An IEP may also be more appropriate for a student who can achieve some learning outcomes of the NWT curricula, but who requires a level and variety of supports which involve several individuals and are much more extensive than those offered to their peers.

**3. How does one distinguish between strategies employed class-wide under differentiated instruction and those appropriate to individuals only?**

If a teacher is employing the processes and strategies of Differentiated Instruction extensively in the classroom, then the number of students requiring individual strategies in the form of accommodations/adaptations or adaptations /extensions should be few. The key question in determining whether an individual student requires an accommodation/adaptation is, “Can the student succeed without this accommodation?” If not, then the strategy/strategies should be documented on a Student Support Plan.

**4. How can teachers at the secondary level be supported to take the approach of teaching a diversity of students rather than teaching “the course”?**

Teachers at the secondary level need to be supported in accessing professional development on Differentiated Instruction. Collaborative planning around individual student needs can perhaps be facilitated by the PST in the school.

**5. Is it appropriate to develop a Student Support Plan for a child in kindergarten?**

Teachers are aware of the natural diversity and uneven developmental levels of their students at the beginning of kindergarten. In the majority of cases, the kindergarten year should be regarded as a transition into school where students are observed and their skills assessed. Having said that:

- A few students may enter school with a well-documented need for an accommodation for hearing, vision or a physical impairment or condition. In such cases, a Student Support Plan (Regular Program with Accommodations for Difficulty) would be appropriate to document such accommodations.
- Even fewer kindergarten students enter school with complex challenges requiring intensive support would have an IEP developed.
- The idea of developing a Student Support Plan to document a Modified Education Program – Below Grade Level is simply not possible, since there are no NWT curricula below kindergarten level.

**6. How does one determine if a student who is not meeting grade level learning outcomes should have a Regular Program with Accommodations/Adaptations or a Modified Education Program?**

The key filter question in this decision is, “Will the student likely be at grade level at the end of the year if Accommodations/Adaptations are implemented?” If the answer is “yes” then a Regular Program with Accommodations/Adaptations is the appropriate programming alternative. If “no”, then a Modified Program is more appropriate.



**7. What suggestions can be given to parents to support Student Support Plans at home?**

Parents can reinforce learning, encourage and lend emotional support to a student on a Student Support Plan. In addition, there may be strategies that can be implemented at home as well as at school, e.g. counting objects around the home and community to reinforce number concepts, listening to a child read, using a home-school communication book for assignments. The teacher and parent should review the appropriate Strategy Lists (appendix) together to decide what assistance the parents could be at home.

**8. How do you determine which curricular learning outcomes a student on an MEP should be working on?**

Once the subject (curricular) areas have been determined for a Modified Education Program, the teacher should collect all observational, informal and formal assessment data available for that student in those subjects and get a picture of what the student knows and can do. If various benchmarks exist in the subject area for different grade levels, then the student's achievement should be compared to these. If not, it should be compared to the expected learning outcomes of the grade levels below or, in a few cases, above their grade placement. The curricular learning outcomes to be worked on should allow initial student success and then move to presenting more challenge.

**9. Can a student be on an MEP for one or more subject areas and a Regular Education Program with Accommodations/ Adaptations for others? How should this be documented?**

First, it is quite possible that a student could be on a Modified Education Program in one or more subjects – e.g. two years below grade level in Math – but be on a Regular Education Program with Accommodations – i.e. achieving curricular outcomes at grade level (with said accommodations) – in other subjects. These can both be documented on one Student Support Plan. The printed plan will consist of two pages. One page will contain the accommodations needed for success in the Regular Program subjects and the other page will identify the Modified Education Program subject as well as the curricular level, resources and personnel.

**10. Where should Student Support Plans be kept and how confidential are they?**

Any Student Support Plan developed for a student should be kept in the Student Record (cum file) [*Education Act, Section 29(2)(a)* and *Student Record Regulations, Section 4(1)(n-o)*]. They are confidential in the sense that they discuss a student's learning progress and challenges as well as strategies employed to enhance the student's performance. They should not be discussed with anyone other than the student, parent, current teacher or teachers or other educators consulted in their development or involved in their implementation. For detailed information on managing all information in the Student Record, including the Student Support Plan, refer to *Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students (1998)* (under revision).

**11. Why should subject or grade acceleration not be the first option for a student who is finding the work at grade level “too easy”?**

Students who are finding work at their grade level “too easy” can gain many skills and be challenged by the implementation of enrichment strategies at their grade level. They can learn and employ higher-order thinking skills, research skills, creativity and become independent learners. Grade acceleration or subject acceleration, although it may present more challenging material to the student, often is not accompanied by the skill development which comes from enrichment strategies aimed at broadening and deepening the student's understanding and skills.

**12. Why are Modified Education Programs (MEP) only valid up to grade 9? Can't Education Programs be modified in grades 10 to 12?**

The answer to this question requires understanding the definition of a Modified Education Program. While there are many definitions of a Modified Education Program, in the NWT an MEP is defined as “an education program that retains the learning outcomes articulated in NWT curricula, but *at a grade level other than the assigned grade level.*” By definition, the learning outcomes in senior secondary courses align with only one grade level. For example, learning outcomes in English 10-2 are grade 10 outcomes. Students registered in that course may have accommodations/adaptations to help them achieve the learning outcomes of the course, but at the end of the course they have either achieved those grade 10 outcomes or they haven't. The learning outcomes cannot be changed (only the supports given to the student to help him/her achieve the outcomes), so the course is not modified.

SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP

## **Glossary**

SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP



# Glossary

## **Accommodations/Adaptations:**

Changes made to the teaching process, learning environment, materials, time demands, assistance, evaluation or student products to help students achieve the expected learning outcomes (see appendix for examples).

Note: The expected learning outcomes as stated in curricula documents are not changed.

## **Accommodations/Extensions:**

Changes made to content, skills, time, pace, resources, materials instruction and evaluation to provide challenges, novelty and opportunities to use higher level thinking skills (see appendix for examples).

## **Achievement :**

The level of a student's performance in relation to specific learning outcomes and standards. Achievement is measurable and includes what a student knows, is able to do and is learning to do. [*Departmental Directive on Student Assessment, Evaluation and Reporting (2001)*]

## **Assessment:**

A systematic process of gathering and interpreting information about what a student knows, is able to do and is learning to do. [*Departmental Directive on Student Assessment, Evaluation and Reporting (2001)*]

## **Assistive Technology for Learning (ATL)**

A broad range of classroom materials, devices, media and other technologies that allow access to learning for students who have barriers due to their sensory, physical, cognitive or other learning challenges.

## **Career and Program Plan (CPP):**

Developed by all students before entering grade 10, the CPP is a working document that helps students focus on and articulate their career goals and in turn choose secondary school courses that will enable them to meet those goals. The CPP carries one mandatory credit towards senior secondary graduation and is revisited/revised annually.

**Class Placement:**

The actual class group of which the student is a part for the school year (Mrs. Brown's class, 6 A, 10 C ). The terminology may differ from school to school. In upper elementary or secondary school, students may be a part of several class groups. Class placement refers to the homeroom or Teacher Advisor group to which the student belongs. Class placement does not necessarily reflect either the assigned grade level or the student's performance level in relation to NWT curricula.

**Challenges:**

The term challenges is used in this document to refer to the learning needs or the areas of difficulty of a student.

**Differentiated Instruction:**

The opposite of one-size-fits-all instruction, yet not the individualized instruction of the 1970s, differentiated instruction is an approach to teaching which pro actively acknowledges student differences and diversity in the classroom. The teacher uses student readiness, interests and learning style to differentiate the content, the process by which students will acquire the content and the products by which students will demonstrate what they know/are able to do.

**Focus Area:**

A term used on the Student Support Plan to refer to a subject area or a general skill which is being targeted for the student on the plan, either because he/she is having difficulty in that subject or general skill or because enrichment is needed in that area.

**General skills:**

A number of skills, attitudes and behaviours (e.g. motivation, organization, attention) related to the overall learning situation rather than a particular subject area.

**Grade level:**

In this document references are made to the student achieving at grade level, below grade level or above grade level. A student is achieving:

- at grade level if they can meet all the learning outcomes of the NWT curricula for the grade level in which they are placed;
- below grade level if they can meet the learning outcomes of the NWT curricula for some grade level below that in which they are placed; or
- above grade level if they can meet the learning outcomes of the NWT curricula for some grade level above that in which they are placed.

(See also, Class Placement and Performance Level.)

**Inclusive Schooling:**

Inclusive Schooling begins with the philosophy that students belong with their peers and should have equal access to educational opportunities. It is concerned with the support needs of all students. In practice, inclusive schooling translates into finding ways to include all students in NWT schools and to meet their unique needs.

**Individual Education Program/Plan (IEP):**

An Individual Education Program is a student-specific program and is outlined in an Individual Education Plan (IEP). This plan is a comprehensive written education plan with goals and objectives determined through a collaborative process and driven by the strengths and needs of the student. It may or may not include learning outcomes articulated in NWT curricula. A student on an IEP usually requires supports, accommodations/adaptations, facilities, resources and equipment beyond those required by his/her peers. These are detailed in the Individual Education Plan.

**Learning Outcomes:**

Descriptions of the knowledge and skills that students are expected to know and be able to do at the completion of a course or grade in a subject area. For students following a Regular Education Program, or a Modified Education Program, the learning outcomes are stated in NWT curricula. For students on an Individual Education Program, the learning outcomes are the annual student outcomes and short-term learning objectives described in their IEPs (and for some students, learning outcomes from approved NWT curricula.)

**Learning Styles:**

One's preferred way of integrating knowledge and skills to make meaning. Successful learners are aware of their preferred mode yet strive to develop expertise with alternative modes. One example of categorization of learning styles is McCarthy (4MAT) who describes four learning styles: Innovative (or Imaginative) Learners, Analytic Learners, Common Sense Learners and Dynamic Learners. More students will experience success as learners when instructional and assessment methods incorporate various learning styles. (See also, Multiple Intelligences.)



**MAPs:**

Making Action Plans is a person-centered planning tool which, through facilitation, encourages the telling of a person's "story". The process focuses on the individual's gifts and strengths and looks at steps needed to move towards a desired future. (For more detailed information contact Inclusion Press, 24 Thome Cres., Toronto ON, M6H 2S5, phone: (416) 658-5363, web site: <http://inclusion.com>)

**Modified Education Program:**

A Modified Education Program retains the learning outcomes articulated in NWT curricula, at a level other than the assigned grade level. Based on student strengths, needs and interests, a collaborative process is used to determine and document/record necessary program changes using the Student Support Plan FileMaker Pro template.

**Multiple Intelligences:**

Multiple intelligences are the different abilities people use to solve problems. Howard Gardner suggests that people have at least nine ways of perceiving and understanding the world. He labeled these distinct "intelligences" as a specific set of skills people use to solve problems. Robert Sternberg suggests that human intelligence is comprised of three primary abilities: analytical, creative and practical. More students will experience success as learners when instructional and assessment methods incorporate various intelligences. (See also, Learning Styles.)

**PATH:**

Planning Alternative Tomorrows with Hope (PATH) is an example of a person-centered planning process based on a commitment by a group of individuals to form a network of support to assist an individual in identifying and working towards a desired future. (For more detailed information, contact Inclusion Press, 24 Thome Cres., Toronto ON, M6H 2S5, phone: (416) 658-5363, web site: <http://inclusion.com>)

**Peers:**

Students of approximately the same chronological age.

**Performance Level:**

A student's achievement level in term's of the NWT curricular learning outcomes. This level may be different for different subjects, e.g. grade 5 in Math and grade 4 in English Language Arts.

**Personal Futures Planning (PFP):**

An approach used to create a person-centered plan or vision of the future for an individual. The plan is developed with all the individuals actively involved in a person's life. Typically there is a broad focus, including the personal preferences and strengths of the person and not just the problems and difficulties. Personal futures planning offers a broad context for and the cornerstone on which to build behaviour support plans or individual education plans.

**Regular Education Program:**

A Regular Education Program is determined by the learning outcomes articulated in NWT curricula for a specific grade level.

**Student Support Plan:**

A plan that documents one of:

- accommodations for difficulty, required for success in the Regular Education Program for a student whose performance levels are near or at grade level; or
- accommodations for enrichment, required for success in the Regular Education Program for a student whose performance levels are near or at grade level; or
- targeted curricular outcomes for subjects in which a student is on a Modified Education Program because they are working on curricular outcomes below grade level; or
- targeted curricular outcomes for subjects in which a student is on a Modified Education Program because they are working on curricular outcomes above grade level.

This plan is a one or two-page document generated from a FileMaker Pro electronic template.

**Strategy/Strategies:**

In this document, the term strategies is typically used to refer to possible accommodations/adaptations and accommodations/extensions that might be selected for inclusion in a student support plan. The appendix contains complete lists of strategies, organized by focus area.

# References

Government of the Northwest Territories (2006), *Northwest Territories Individual Education Plans: Guidelines for Development and Teacher Resource Kit*. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (2006), *Ministerial Directive on Inclusive Schooling*. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (2001), *Departmental Directive on Student Assessment, Evaluation and Reporting*. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (2000), *Student Support Needs Assessment 2000: Territorial Report*. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (1998) (under revision), *Departmental Directive on Management of Information in the Student Record and Other Records Pertaining to Students*. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (1996), *Consolidation of the Education Act*. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

Government of the Northwest Territories (1996), *Student Record Regulations*. Yellowknife, Northwest Territories: Department of Education, Culture and Employment, GNWT.

SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP

## **Appendix**

**Strategies for Student Support Plans  
Appropriate for Learning Difficulties or Enrichment**

SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP  
SSP SSP SSP SSP



## Student Support Plan Strategies

Student Support Plans document strategies for four categories of students:

- Students who follow the Regular Education Program, but require:
  - accommodations/adaptations in order to overcome learning difficulties and successfully achieve the learning outcomes of their assigned grade level; or
  - enrichment strategies (accommodations/extensions) to add breadth and depth to their achievement of their grade level learning outcomes, in response to their particular interests and abilities.
- Students who follow a Modified Education Program with:
  - learning outcomes of the NWT curricula at a level below their class placement in one or more subject areas and specific accommodations/adaptations to assist them to achieve those learning outcomes; or
  - learning outcomes of the NWT curricula at a level above their class placement in one or more subject areas.

## Strategies for Students with Learning Difficulties

An accommodation/adaptation is defined as a change made to the teaching process, learning environment, materials, time demands, assistance, evaluation or student products to help students achieve the expected learning outcomes of their program

There are three types of accommodations/adaptations:

- Accommodations/adaptations to the teaching and learning environment (motivating students, the classroom environment, learning materials and equipment, and organization for instruction).
- Accommodations/adaptations to curriculum/instruction (the content to be learned, teaching compensatory skills, the teaching/instructional process and student practice, class and homework assignments).
- Accommodations/adaptations to the assessment and evaluation of learning (the manner in which the student demonstrates progress towards learning goals and completes tests/exams).

Accommodations/adaptations are designed to:

- remove or lessen the impact of a student's disability or conditions impeding learning and therefore give the student the same opportunity to succeed as other students;
- assist the student, but not replace the need for the student to develop basic skills;
- be matched to the individual needs and strengths of the student;
- be used regularly/consistently in order for teachers to determine if they are helpful; and
- be used comfortably by students. To achieve the maximum benefit, students need to be involved, where possible, in selecting the most appropriate accommodations/adaptations.

Effective use of accommodations/adaptations can be facilitated by:

- educating parents and students about the benefits of their use;
- using identified student strengths to help determine accommodations;
- selecting accommodations/adaptations that are the least intrusive for students and avoiding those that isolate them from peers or draw unnecessary attention;
- making sure they are included and well documented as part of the student's Modified Education Plan or Individual Education Plan;
- using them consistently during the student's course of studies in order that they may be accepted for use with formal tests/exams; and
- introducing them one or two at a time so that students can become familiar with them and can assist in evaluating their usefulness.

The following lists of accommodations/adaptations are organized by focus areas of difficulty as follows:

- motivation
- organization of self and materials
- attention
- listening
- reading
- written expression
- memory
- oral expression
  - sounds and vocabulary development
  - word retrieval, articulation and fluency
  - limited language output
- sensory/motor
  - hearing
  - vision
  - fine and gross motor
- math computation
- math word problems
- assessment
- routines, directions and transitions
- frustration and anger
- social interactions

A final category lists additional strategies suitable for senior secondary grades.



## Strategies for Difficulty with ....

### Motivation

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Note where the student works best and facilitate as much time as possible <ul style="list-style-type: none"> <li>- in a large group</li> <li>- beside an independent learner</li> <li>- with peer</li> <li>- in independent self-instruction</li> <li>- in a small group</li> <li>- in individualized instruction</li> <li>- with a cross-age tutor</li> <li>- at learning centers</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Break down larger goals into mini-goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide choices, special activities and free time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide preferential seating of student's choice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase intentional notice of student with a smile or a nod
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use contracts for work to be completed or desired behaviour
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instruct student in self-monitoring (progress chart towards attainment of goal/outcome)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase opportunities for reinforcement <ul style="list-style-type: none"> <li>- use more immediate reinforcers (tangible and intangible) and feedback</li> <li>- increase frequency of communication of success to student and to home</li> <li>- provide opportunities for student to have a role in school (office, library, plants, scorekeeper, materials/equipment keeper, cross-age buddy/tutor for younger children)</li> <li>- provide a mentor from the school/ community</li> <li>- provide individual tutorial sessions</li> <li>- provide a Circle of Friends/ Peer Support (as model, helper, organization assistant, answers questions/clarifies, reads, scribes)</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase participation in hands-on, culturally relevant activities working with an elder/volunteer in a one-on-one situation or small group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase amount of expressive arts

### Organization of Self and Materials

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach and include practice on: <ul style="list-style-type: none"> <li>- basic organization (books, locker, desk, classroom spaces)</li> <li>- use of agenda, checklists, advance organizers</li> <li>- note-taking and study skills</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Model/rehearse different routines, procedures, tasks (quiet task, active task, what to do when finished work)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish specific places for all belongings and reinforce student for keeping things in place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keep all of the student's work in one binder rather than in several notebooks and colour code the materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use photographs to reinforce where things belong
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish a specific place/ procedure for turning in completed assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Colour code all texts, books, notebooks, binder divisions by subject area
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Highlight text ( e.g. markers, highlight tape, ruler)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Check organization of notebooks frequently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide extra set of books/materials for home use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a Lazy Susan to organize desk
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attach pen to desk or student's clothing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help student make a work plan for each subject area or learning goal

## Strategies for Difficulty with ....

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consistently follow a specific routine with the student  |
|                          |                          |                          | - post the daily schedule and student's schedule, if different   |
|                          |                          |                          | - have the student in early to review daily plan   |
|                          |                          |                          | - have list of daily tasks on student's desk   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide student with checklist for getting started or set up cueing signal from teacher  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Check on progress often in first few minutes of work   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give extra time to get ready for changes in activity/transition times  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Prioritize assignments for/with the student  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assign one task at a time, focusing initially on organization for the task and then on achievement   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide student with a partner for assignments, checking work or homework  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use visual timelines to help develop time-management skills  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use voice output reminders for tasks, assignments, steps to a task (e.g. Step Pad , Pocket Coach)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use hand-held devices with scheduling software (e.g. Palm)   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide special software for manipulation of objects/concept development (e.g. Blocks in Motion, Build Ability, IntelliPicsStudio) – may also use alternate access method such as Touch Screen |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide software for organizing ideas and studying (e.g. Inspiration, Draft Builder)   |

## Attention

- | Parent                   | Student                  | Teacher                  |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide alternative seating according to needs (away from noise, in area free from distractions, close to board, near teacher)                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Create additional/alternative work space for student (quiet area for study, study carrel)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide safe or quiet retreat space within the classroom (e.g. a tent, corner with pillows)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow participation and completion of work from a variety of positions (standing, sitting on ball or beanbag, laying on the floor, printing on the vertical) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow weighted items including weighted clothing, lap pads or special seating that incorporates extra weight or pressure                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide instruction in focusing and attention-training techniques such as visualization and self-talk skills   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schedule more difficult lessons earlier in the day to cut down on fatigue  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Alternate lessons requiring auditory attention with those requiring visual   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pace instruction and materials to avoid overstimulation  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To deal with overactivity or the need for stimulation from movement:   |
|                          |                          |                          | - provide squeeze balls on desk  |
|                          |                          |                          | - put sandpaper under desk   |
|                          |                          |                          | - allow reading in a rocking chair   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help student focus attention on materials  |
|                          |                          |                          | - keep desk free of unneeded materials/clutter   |
|                          |                          |                          | - adapt page set-up by line indicators, sectioned paper, graph paper, raised line paper, covering parts of worksheet, putting less information on page       |
|                          |                          |                          | - use arrows, underline, or dots for line direction to help student follow printed material  |
|                          |                          |                          | - use window cards, frames, thick borders or boxes to help student focus on page or part of a page   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide clock, watch or timer to improve focus and work time   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schedule extra break times   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide opportunities for movement , a “walkabout” or time in the gym  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use headphones to block noise or provide calming music   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teach calming and relaxation strategies  |

## Strategies for Difficulty with ....

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help student focus on directions  |
|                          |                          |                          | - provide audiotape or copy of teacher/peer notes to assist student to focus on listening or reading                        |
|                          |                          |                          | - colour code written material with chalk, pens, or highlighters for emphasis   |
|                          |                          |                          | - provide checklists, outlines, advance organizers, structured overview before lesson                                       |
|                          |                          |                          | - provide directions in written form ( on board, on worksheets, in student assignment book)                                 |
|                          |                          |                          | - cue student to listen, to begin work or to stay on task by eye contact, naming or touch                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use physical proximity to help student refocus attention  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help student complete work  |
|                          |                          |                          | - require completion of fewer examples in practice activities   |
|                          |                          |                          | - chunk assignments, provide shorter tasks, block worksheet assignments into smaller segments ( fold, cut, partially cover) |
|                          |                          |                          | - provide scaffolding ( smaller monitored steps to complete a task)   |
|                          |                          |                          | - provide time suggestions for each task  |
|                          |                          |                          | - give frequent reminder of time limit for task completion  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Extend time for assignments   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set smaller goals or partial goals, do spot checks and frequent evaluations   |

## Listening

- | Parent                   | Student                  | Teacher                  |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reduce extraneous noise and other distractions   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use a multi-sensory approach with visual aids, demonstrations, simulations, manipulatives, movement games, music, visualization, art, construction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pre-arrange a physical cue for student (e.g. raise a finger) to denote "I am listening"  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pre-teach vocabulary and key concepts  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide checklists, outlines, advance organizers, structured overview  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide copy of teacher /peer notes so student can focus on listening  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Repeat instructions or have student/peer repeat instructions   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give instructions visually as well as verbally   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use visuals to supplement auditory information whenever possible in order to help students " think in pictures"                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help the student to feel comfortable asking questions, even repeatedly, when he or she does not understand   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow student to tape record material presented orally   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Alter presentation style by:   |
|                          |                          |                          | - reducing number of concepts presented at one time  |
|                          |                          |                          | - slowing rate of presentation of information/concepts   |
|                          |                          |                          | - breaking information/tasks/procedures into steps and provide visual cues   |
|                          |                          |                          | - paraphrasing information   |
|                          |                          |                          | - using repetition and more examples   |
|                          |                          |                          | - keeping statements short   |
|                          |                          |                          | - avoiding the use of metaphors, idioms, puns  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Cue student when expressing key points or asking questions by eye contact, naming or touch   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wait a period of time for verbal responses   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use overheads and keep for later review by student   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allow student to check understanding with peer/partner   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use physical demonstration rather than verbal prompting  |

## Strategies for Difficulty with ....

### Reading

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce the amount of reading required within a subject/learning goal area
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use more computer assisted instruction/programs and practice/simulation activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a multi-sensory approach with visual aids, demonstrations, manipulatives, movement games, music, visualization, art, construction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pre-teach vocabulary and key concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help the student focus on the most important concepts <ul style="list-style-type: none"> <li>- teach strategies for note-taking</li> <li>- use highlighters or contrasting colours to emphasize important concepts</li> <li>- provide outlines, checklists, advance organizers and study guides for reading material</li> <li>- prepare audiotapes of reading/textbook materials and use recorded books to assist student to reinforce reading</li> <li>- condense or rewrite text material</li> <li>- give student simple questions to think about as they read</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create key word and sight word cards for vocabulary building, phonetic strategies etc. Encourage the student to develop a vocabulary card index
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use cut-up sentence strips to assist with word identification and story understanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow student to obtain information by alternate means (tape recorder, computer, interview)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use frequent short conferences to check student understanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce amount of copying from text and/or chalkboard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help the student's visual processing of print material <ul style="list-style-type: none"> <li>- increase amount of space and definition on work sheets or tests</li> <li>- use overlays /acetate on textbook pages</li> <li>- use high contrast materials (black print on yellow paper)</li> <li>- use large print editions of texts</li> <li>- enlarge print size on computer generated materials, worksheets or photocopying</li> <li>- use arrows, underline, or dots for line direction to help student follow printed material</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have student use book adapted for page turning (e.g. page fluffers, 3-ring binders and folders)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide pictures with the text ( e.g. Picture It, PixWriter)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use talking electronic devices for single words (e.g. Reading Pen, Franklin, Bookman)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use scanner with OCR and a talking word processor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use electronic books (e.g. Start to Finish)

## *Strategies for Difficulty with ....*

### **Written Expression**

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce the amount of written expression required within a subject/learning goal area
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use more computer assisted instruction/programs and practice/simulation activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach use of word processor, spell-check, grammar checkers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow alternative methods of data collection (tape recorders, dictation, interviews, fact sheets)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce the amount of note-taking required <ul style="list-style-type: none"> <li>- provide teacher or peer generated copies of notes</li> <li>- provide outlines and study guides for information presented</li> <li>- instruct in use of graphic organizers such as webs, venn diagrams, story grammars</li> <li>- avoid copying from text or board</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use adapted devices as needed (chalk holder, pencil grips, bingo marker, highlighters, erasable pen)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use adapted paper (e.g. raised lines, highlighted lines, NCR paper)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a slant board
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use self-correcting materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow for spelling errors on written assignments and tests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid pressure for speed and accuracy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chunk assignments into manageable tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow extra time to complete assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow rewrites of assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce amount of writing or provide alternatives to required written assignments <ul style="list-style-type: none"> <li>- accept key word responses instead of complete sentences</li> <li>- accept dictated or word-processed assignments</li> <li>- vary output mode for assignment ( sentence, key words, outline, graphic organizer, oral response, dictated response, taped response)</li> <li>- use a scribe</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use templates
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a portable word processor, a computer with word processor or a talking word processor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use word prediction software ( e.g. Co:writer, Word Q) to facilitate spelling and sentence construction, Multimedia software for production of ideas (e.g. PowerPoint, ), Voice recognition software

## *Strategies for Difficulty with ....*

### **Memory**

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach only one concept at a time or present one instruction at a time until student remembers well, then increase to two and build up from there
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employ visual cues such as videos, colour-coding, picture clues to aid memory of new material
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reinforce by asking student to repeat information heard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide checklists, outlines, advance organizers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use language familiar to the student whenever possible
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practice new or key words throughout the day
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help the student to clearly understand directions <ul style="list-style-type: none"> <li>- shorten directions</li> <li>- provide directions in written form (on board, on worksheets, in assignment book)</li> <li>- read directions for assignments several times</li> <li>- have the student “walk through” sequential activities/tasks</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use constant repetition so information becomes old information rather than appearing new or foreign
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning through art and music activities aids memory for some students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enhance aspects of memory that involve paying attention by playing memory games
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use recognition questions rather than open-ended ones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use strategies to assist/enhance recall (prompts, cues, clues, mnemonics, word lists)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use reminder devices as needed (number line, alphabet line, date stamp, picture cards of routine procedures)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow students to use response aids (math tables, dictionaries, calculators, word processors, spell checkers, grammar checkers)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wait a period of time for verbal responses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use guided practice, complete first example with the student
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide scaffolding (smaller monitored steps to complete a task)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Give frequent reminders of homework assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set up and monitor a daily homework assignment book which goes home and is signed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set smaller goals or partial goals, do spot checks and frequent evaluations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide extra visual and verbal reminders to be used during times of stress as memory functioning decreases at such times

## Strategies for Difficulty with ....

### Oral Expression – Sounds and Vocabulary Development

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Point out the sounds in words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talk about how to say the sounds – what to do with the mouth; use a mirror to practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make the sound “stick out” by stressing/repeating it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Compare sounds with each other e.g. sh and ch.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Point out sounds in the classroom to increase awareness and discrimination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	( environmental sounds as well as speech sounds in words)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assign 2 or 3 words per day to be used in conversation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach new words and new ways to say things.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Use lots of oral language, chanting, singing, pattern stories, books on tape and oral games."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use games with a dictionary or thesaurus finding synonyms for known or simple words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a picture dictionary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create key word and sight cards for vocabulary building.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have/help student to develop a vocabulary card index.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written SSP Guidelines"

### Oral Expression -- Word Retrieval, Articulation and Fluency

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use first sound cue e.g. “st” when student tries to think of “stop.”
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Present alternatives e.g. “is it black or brown?”
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage student to describe an object e.g. by usage or location.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Teach category terms: e.g. colour, shape, food, furniture."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emphasize relevant features when teaching new vocabulary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Give plenty of time to respond.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assist the student who is not understood <ul style="list-style-type: none"> <li>- ask for repetition</li> <li>- ask for information about the word</li> <li>- ask the student to show you or describe the word</li> <li>- ask the student to use a different word.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Model a slow rate of speech and clear pronunciation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Maintain a calm, accepting classroom atmosphere to reduce student’s anxiety and self-consciousness."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintain eye contact while being an attentive listener.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase pause time and give the student plenty of time to talk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"If the student mispronounces, model the correct pronunciation after the student has finished answering."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"When necessary, rephrase the content of the student’s speech slowly and smoothly."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"When calling on the student to talk, don’t ask open-ended questions."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Call on the student early for answers so that tension doesn’t build up.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refrain from finishing the student’s words or interrupting while he/she is speaking.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid drawing attention to any hesitation or stuttering
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prevent teasing about the student’s speech
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage partial answers rather than forcing complete ones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If student stops in mid-sentence add structure by saying something such as “ and then what happened”.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written SSP Guidelines"

## Strategies for Difficulty with ....

### Oral Expression – Limited Language Output

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have casual and private conversations with the student about topics of interest to him/her.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Use recalling information about personal life as a strategy e.g. yesterday's events, home life etc. and then progress to expressing thoughts, feelings and ideas."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pose simple riddles or jokes to the student. Encourage him/her to tell jokes or stories.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have student describe pictures or scenes with a challenge to use descriptive adjectives and to be specific.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have student repeat instructions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Model correct language by identifying a specific target e.g. past tense and reflect it back to the student after every incorrect use. E.g. "I writed my assignment" Teacher says; "Oh I see you wrote the assignment."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Expand on the student's utterances as a model by adding form, content and attributes. For example, the student says "They're fighting". Teacher says "Where did you see the fight" or "It's not a serious fight" illustrating the need for more clarity and encouraging the student to provide more complete information."
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Additional strategies suitable for small groups/whole class, rather than individual students can be found in the written SSP Guidelines"

### Sensory/Motor - Hearing

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow preferential seating
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Try to reduce background noises
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide previews, on paper or on the board, of vocabulary words or concepts in a lesson
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide a daily agenda on the board or on the student's desk to provide direction and timing for short-term work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always face the student when talking or instructing and try not to stand in front of lights or windows
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Get the student's attention before instructing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speak in a natural tone at moderate speed. Do not talk loudly or over-enunciate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use visual aids whenever possible: overhead projector, blackboard, handouts, outlines of materials to be studied, diagrams and video/film
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use other students to help take notes, pass along directions, verify understanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Check comprehension of instructions and content of lessons frequently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide a buddy to cue the student during class discussions or physical activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accommodate for oral instruction with written material, demonstrations, hands-on instruction and visual representations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a scribe or note taker for the student, if necessary, as a student who is speech reading cannot take notes at the same time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a visual timer for times assignments or activity changes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use computer/portable word processor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use other assistive technology such as: <ul style="list-style-type: none"> <li>- TTY/TDD with or without delay</li> <li>- signaling device</li> <li>- closed captioning</li> <li>- flash alert signal on computer</li> <li>- personal amplification system/hearing aid</li> <li>- FM or loop system</li> <li>- infrared system</li> </ul>



## Strategies for Difficulty with ....

### Sensory/Motor - Vision

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use special aids such as magnifiers, special lighting, large type, yellow acetate over print materials to reduce glare
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow preferential seating and provide extra desk space for enlarged materials and special aids
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use special raised-line paper for writing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use assistive technology such as books on CDs, talking calculators, large print books
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enlarge print material on a copy machine or use larger font on computer screen
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use concrete materials and tactile aids such as relief maps and math manipulatives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use teaching materials in Braille or on audiotape
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Highlight information to be learned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid copying tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have student verbalize instructions before beginning a task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cut worksheets in to smaller segments and highlight, colour code or underline essential concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use an auditory timer to signal changes in activity or times assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow extra time for assignments and tests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assist the student with orientation to the classroom and school. Talk about where things are located and give precise, detailed descriptions and directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have someone walk with the student to guide them, if necessary, but don't lead him or her. A hand by the student's elbow is usually sufficient
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	For computer use provide: <ul style="list-style-type: none"> <li>- screen magnification software</li> <li>- screen colour contrast</li> <li>- screen reader</li> <li>- text reader</li> <li>- Braille/tactile labels for keyboard, alternate keyboard with enlarged keys or Braille keyboard and note taker</li> </ul>

### Sensory/Motor - Fine and Gross Motor

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use adapted devices as needed (chalk holder, scissors, pencil grips, weighted pencil, bingo marker, highlighters, erasable pen, NCR paper)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adjust type of desk (lip on side of desk, tilt-top, table not desk, light box)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use modeling clay, play dough and other manipulatives, building with blocks or lego, games such as Twister, Statues, Simon Says ...
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use music to encourage a sense of rhythm
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase amount of space to provide answers on work sheets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Darken cutting lines, use tracing and stencils
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage the early development of keyboarding skills for word-processing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce amount of copying from text and/or chalkboard (provide copies of notes from teacher or peer, provide NCR paper for copies)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide extra time to complete assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accept key word responses instead of complete sentences for assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set realistic and mutually agreed-upon expectations for neatness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vary output mode for assignments (sentence, key words, outline, graphic organizer: oral response, dictated response, taped response)

## Strategies for Difficulty with ....

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Improve computer access through:                                |
|                          |                          |                          | - keyboard with accessibility options                           |
|                          |                          |                          | - keyguard  |
|                          |                          |                          | - alternative keyboard (e.g. Intellikeys, Tash, Little Fingers) |
|                          |                          |                          | - dowel, mouthstick, headpointer with keyboard                  |
|                          |                          |                          | - alternative mouse   |
|                          |                          |                          | - onscreen keyboard   |
|                          |                          |                          | - switch with scanning  |
|                          |                          |                          | - voice recognition.  |

### Math Computation

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Count things, whenever and wherever possible and encourage parents to do so with their children
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Devise real situations in the classroom that require children to count and do simple addition or subtraction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Play card games or board games that require counting and other basic math skills at school and at home
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use chanting and songs to reinforce number concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide student with a table of math facts for basic operations (addition, subtraction, multiplication, division). Cross out known facts so that student refers to table only for unknown facts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use overheads to illustrate number patterns
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Review facts, a few at a time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach calculator skills once student understands the process but can't remember facts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use visual/written rather than verbal drills for students with weak auditory memory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide practice for math facts daily for short periods in order for the facts to become automatic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use dotted lines or margins to line up math problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a highlighter to help the student know what to do, such as where to start and where to stop
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use number line on desk
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use graph paper to ensure correct organization of numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make operation symbols extra large, bolded or coloured
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Connect all mathematical concepts to real life situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Model and encourage the use of manipulatives and multisensory objects and tools to make examples concrete
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Model a variety of ways to solve the same computational problem
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide immediate feedback about the process as the student works
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Decrease volume of questions for assignments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide alternate texts with less complex visual material
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observe student as he/she works to identify errors in strategy or have student verbalize or write out how he/she is solving problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	For computer use provide:
			- software with cueing for math computations (e.g. Math Pad)
			- software that provides onscreen manipulation (e.g. IntelliMathics)
			- math processing software (e.g. MathType)

## Strategies for Difficulty with ....

### Math Word Problems

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use pictures/rebus to illustrate words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use language teaching strategies to teach math symbols
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Match words with operations – have a guide for different ways of expressing the basic operations (addition, subtraction, multiplication, division)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Apply reading comprehension strategies to problem solving (eg. deciding what the main idea is and what is extraneous information)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use manipulatives, drama to make word problems understandable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Compose word problems using examples from student's everyday environment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have students colour-code words and symbols with highlighter pen using a different colour for each operation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use simpler problems of the same type to model methods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage students to represent problem in pictorial or diagram form
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Represent algebraic symbols with concrete symbols to foster student understanding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach prediction and estimation skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Permit extended time for problem solving

### Assessment

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use alternative assessment practices <ul style="list-style-type: none"> <li>- weight assessments to favour student's strengths (e.g. projects, class work)</li> <li>- use portfolios of student work</li> <li>- put emphasis on demonstration of skills</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Help student focus on tests <ul style="list-style-type: none"> <li>- give frequent shorter quizzes rather than a long test</li> <li>- allow student to take breaks during test</li> <li>- provide an alternate setting for taking test</li> <li>- provide extra time or un-timed test</li> <li>- change time of day for assessment to optimum time for student</li> <li>- section test and complete in more than one sitting</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce the student's concern about recall/memory in a test situation <ul style="list-style-type: none"> <li>- teach test-taking skills (multiple choice, short answer, T/F, matching)</li> <li>- teach and review key test-taking vocabulary (list, compare, contrast, discuss)</li> <li>- provide study guide for tests</li> <li>- provide practice tests</li> <li>- reduce number of alternatives on multiple-choice</li> <li>- allow previewing questions</li> <li>- allow student to explain answers</li> <li>- use open-book tests or allow use of notebooks</li> <li>- allow the use of calculators, multiplication charts, word banks</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Simplify language and format of test <ul style="list-style-type: none"> <li>- use similar test questions with simplified language</li> <li>- provide prompts, clues and word lists</li> <li>- use arrows and stop signs to guide student</li> <li>- use large print, more white spaces</li> <li>- highlight directions</li> <li>- arrange test questions from simplest to more complex</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vary the input mode for tests <ul style="list-style-type: none"> <li>- read directions orally before test</li> <li>- question students on meaning of directions and/or sequence of steps</li> <li>- record test on audiotape</li> </ul>

## Strategies for Difficulty with ....

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reduce amount of writing <ul style="list-style-type: none"> <li>- accept key word responses instead of complete sentences</li> <li>- accept dictated or word-processed assignments</li> <li>- vary output mode for assessment (sentence, key words, outline, graphic organizer, oral response, dictated response, taped response)</li> <li>- use a scribe</li> <li>- allow use of word processor</li> </ul> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensure marking criteria are explicit and clear  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide examples of how student is expected to respond  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide alternative to written tests (e.g. concrete application, graphic display, AV presentation)  |

## Routines, Directions and Transitions

- | Parent                   | Student                  | Teacher                  |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | When introducing a routine: <ul style="list-style-type: none"> <li>- Explain using short, concise sentences</li> <li>- Demonstrate and model</li> <li>- Assist with rehearsal and guided practice</li> <li>- Get student to perform independently without or with cues</li> <li>- Periodically review and re-teach if necessary</li> </ul>           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Post timetables (with pictures) to show daily routines   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Model/rehearse different routines, procedures, tasks (quiet task, active task, what to do when finished work)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consistently follow a specific routine with the student <ul style="list-style-type: none"> <li>- post the daily schedule and student's schedule, if different</li> <li>- have the student in early to review daily plan</li> <li>- have list of daily tasks on student's desk</li> </ul>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Arrange routine to increase optimal level of arousal (allow quiet time on arrival at school, calming activities before and after exciting activities)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide training for stressful events when student is in a calm state (e.g. practice fire drill and going to assembly before they occur)   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make special arrangements for recess and lunch times   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use a buddy system for bus travel, lunch and recess  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give all directions in concrete language (no generalizations)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide directions in clear, simple sentences with natural pauses to allow student time to process between sentences   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help the student to clearly understand directions <ul style="list-style-type: none"> <li>- shorten directions</li> <li>- provide directions in written form (on board, on worksheets, in assignment book)</li> <li>- read directions for assignments several times</li> <li>- have the student "walk through" sequential activities/tasks</li> </ul> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Break directions down and use visual cues  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use pictures to illustrate steps in a process or provide chart   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use sign prompts (e.g. red light or stop sign)   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use visual, colour-coded or written plans to help transitions  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Create a schedule (perhaps a picture schedule) that can be referred to frequently so that the student can visualize and understand upcoming activities   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use social stories to illustrate appropriate behaviour   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pre-warn the student of transitions. Provide clear, concise and short instructions to prepare for the change or review the routine for the next activity with the student  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Review expectations and procedures for different settings (hallways, playground, lunchroom, bus before transition)   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use a timer in addition to verbal reminders to signal a change of activity   |

## Strategies for Difficulty with ....

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide an opportunity for the student to physically end an activity (e.g. turn over pictures, put article, book or materials away) before proceeding to the next activity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Arrange for early release from classrooms  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Try to use consistent rules and consequences among classrooms  |

### Frustration and Anger

- | Parent                   | Student                  | Teacher                  |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use proximity or eye contact with the student when addressing the large group  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establish a private signal to remind student to stop and think   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Avoid confrontations   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interact with the student constantly by being present before class, moving around class, etc.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Give the student leadership responsibilities when possible (e.g. coaching or tutoring younger students)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Help the student set up a system of self-monitoring and control strategies   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teach the student to use self-talk to slow down reactions to stressors   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Offer feedback on work or behaviour when the student is attentive, calm and relaxed  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | When giving feedback, focus on the positive aspects of the student's work or behaviour first   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Carefully monitor levels of tolerance and frustration in order to adjust tasks and provide experience of success   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Control space and materials so student doesn't feel overwhelmed  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Anticipate and identify warning signs for the student and teach a routine for preventing an outburst   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide calming activities depending on needs of the student such as: <ul style="list-style-type: none"> <li>- walking or other physical activity</li> <li>- carrying and delivering objects</li> <li>- structured movement breaks</li> <li>- change to other activity</li> <li>- move to "calming space"</li> </ul> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide a calming space such as a carrel, special corner of the room or, for older students, an area removed from the classroom  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Debrief the student after any incident and focus on what could have been done differently  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use visual images such as a volcano to help student identify what causes them to be angry and "erupt". Discuss alternative ways to manage anger  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | After any outburst or inappropriate behaviour teach or re-teach the correct behaviour rather than focusing on blame  |

## Strategies for Difficulty with ....

### Other

Parent      Student      Teacher

☐
☐
☐

Select this comment, and replace this text with your own information

### Social Interactions

Parent      Student      Teacher

☐
☐
☐

Provide the student with constructive reasons to speak to others, move around the classroom

☐
☐
☐

Teach the student the concept of the right to personal space

☐
☐
☐

Use social stories to present social interaction behaviours, teach appropriate behaviours in different situations or act as reminders

☐
☐
☐

Teach “acceptance” of differences to all students in the class

☐
☐
☐

Set up structured recess and noon-hour activities that result in success

☐
☐
☐

Involve student in a “social skills” instructional group

☐
☐
☐

Teach skills related to making and keeping friends

☐
☐
☐

Assist student in the social decision-making by incorporating use of role play, mind maps, comparing and contrasting exercises

☐
☐
☐

Use a “Circle of Friends” strategy to lend support

☐
☐
☐

Partner the student with a peer (buddy system or peer tutor)

☐
☐
☐

Consider periodic alternatives to recess (e.g. computer room/activities, games room)

☐
☐
☐

Provide instruction or reminders in the critical aspects of communication such as posture, eye contact, voice quality and proximity

☐
☐
☐

Help student interpret the non-verbal cues of peers

☐
☐
☐

Help the student learn to take another person’s point of view

☐
☐
☐

Encourage by catching and nurturing small levels of appropriate social behaviours

☐
☐
☐

Help the student problem solve after an incident of inappropriate social behaviour “where did the problem start?” “what did I do?” “who did I affect?” “what else could I do next time?”. Write down the conversation so that the student can follow and keep as a reminder.

### Additional Strategies for Senior Secondary Grades

Parent      Student      Teacher

☐
☐
☐

Adjust timetable to assist student to succeed – reduce course load, block schedule a limited number of subject areas

☐
☐
☐

Provide a support block to teach learning strategies

☐
☐
☐

Space required senior secondary subjects over an extra semester or extra year

☐
☐
☐

Encourage intensive study of one course by correspondence or over the summer

☐
☐
☐

Take advantage of modularized courses

☐
☐
☐

Have a coordinated approach in place for students who require the same accommodations for a variety of subjects (e.g. a student with poor organization skills might pick up a “reminder” binder each morning in homeroom or the guidance office)

☐
☐
☐

Offer on-line learning courses as an alternative

☐
☐
☐

Highlight “big picture” concepts in student textbook to lessen required reading

☐
☐
☐

Provide audio text of novels and plays

☐
☐
☐

Provide student with class notes prior to class for student to review

☐
☐
☐

Provide detailed study notes

☐
☐
☐

Alter assessment to allow for student learning styles (e.g. presentations, projects worth more than tests or visa versa)

## Strategies for Students Requiring Enrichment

Accommodations/extensions are changes made to content, skills, time, pace, resources, materials, instruction and evaluation to provide challenges, novelty and opportunities to use higher level thinking skills to students who have achieved the required learning outcomes of the regular program earlier than their peer group.

The lists of accommodations/extensions are organized by focus areas related to content; time and pace; resources and materials; teaching/instruction; higher-order process skills; evaluation and products. More specific strategies are included under each heading.

# Strategies for Enrichment

## Curriculum Content

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Introduce new topics and fields of knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integrate multiple disciplines into an area of study
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Apply knowledge from one discipline to a new area of study (e.g. how mathematics relates to composing music)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adapt content to include more elaborate, complex and in-depth study of major themes, ideas, or unresolved issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase exposure to content by participation in a mini-course being given in the community (e.g. theatre, story writing, art lesson)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study ideas of the past, present and future on a particular topic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generate new information in an area of study (e.g. conduct a survey and present results)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Investigate current and local events or real-life challenges

## Timing and Pace

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use curriculum compacting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shorten the introduction and practice of skills to provide more time for application
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide longer periods of time for individual pursuits

## Resources and Materials

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilitate additional access to information and human resources through CD-ROMS, Internet, e mail
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use the services of an expert in a particular field of interest
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase access to information through interviews, job-shadowing, lectures or workshops

## Instruction

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Focus on open-ended tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use theme-based curriculum to extend student's breadth in study areas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach "thinking skills" separately from the curriculum using a program such as DeBono's CORT program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create realistic scenarios and promote learning through the use of case study or problem-solving techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use tiered assignments with different questions and activities assigned according to capabilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create learning centers which extend the interests of students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide learning opportunities outside of the classroom in the community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide instruction focusing on a new explanation of a concept or skill which is part of a learning activity within the curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integrate higher-level thinking processes such as analysis, application, synthesis and evaluation into content (see Bloom's Taxonomy)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide opportunities for the student to interact with others who share similar interests, abilities and capabilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the student to encourage more responsibility for self-directed learning or independent study including assessing interests, establishing goals, planning learning activities and a product and managing and monitoring his/her own learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide the student with a mentor to help develop the student's knowledge and skill in a particular area of interest
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make use of the "extension" strategies noted in teacher manuals for recommended texts (e.g. math, science)



## ***Strategies for Enrichment***

### **Higher-level Thinking and Skills**

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop independent or self-directed study skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop research skills and methods such as interview and survey techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow students to re-conceptualize existing knowledge using higher-order thinking skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage creative thinking by asking questions in a way that promotes fluency, flexibility, originality and elaboration
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Introduce a problem solving process as a tool to examine real problems and issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have student access and compare data from a variety of sources and recognize discrepancies among informational sources

### **Products, Assessment and Evaluation**

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop skills for self-evaluation and peer evaluation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use portfolio assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage the development of products which reflect learning style, strengths and personal preferences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourage the development of a broad range of products that challenge existing ideas, produce new ideas and are matched to specific audiences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Involve student in developing criteria for assessing the development of a product and for evaluating it on completion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Include student learning logs as part of assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Define specific audiences beyond the classroom for student products

### **Other**

Parent	Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Select this comment, and replace this text with your own information



