Northwest
Territories Education, Culture and Employment

Northwest Territories Student Support Plans:

Teacher Resource Kit (Toolbox)

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Northwest Territories

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2006

Acknowledgements

Many of the resources in this Teacher Resource Kit have been adapted from those in provincial publications, under the sharing agreement of the Western and Northern Canadian Protocol.

The resources in the **Teacher Resource Kit (Toolbox)** are designed to assist teachers in:
1. Knowing the Student
2. Determining Areas Needing Modification or Accommodations
3. Choosing Appropriate Strategies
4. Making the Student Support Plan Work
5. Monitoring and Review

Acknowledging the importance and value of collaboration with the parents and the student, each section of resources includes tools for use by the teacher, the parent and the student. The majority of the resources will be more useful in developing Student Support Plans for those students experiencing learning difficulties or barriers to learning than for those students in need of enrichment.

Toolbox Resources to Support SSP Development

Knowing the Student

(T1) Classroom Assessments Checklist

Effective classroom assessment can provide important information for developing, implementing, monitoring and evaluating an SSP.

It can:
- confirm the student's learning strengths and challenges
- provide functioning levels for language arts, math and other subject areas
- provide information about general learning skill areas such as attention, organizational skills, memory
- help the team of teacher, parent and student identify appropriate modifications and/or accommodations
- monitor student progress
- provide information for planning transitions

To be most effective, conclusions about an individual student should be based on multiple types of assessments taken in various situations or learning environments.

Use the checklist below to verify the types of assessment already completed or needed.

Check all that apply:

Type of Assessment	Completed	Needed
Observations of Student in the Classroom		
o Anecdotal Records		
o Event recording		
o Duration recording		
o Checklists		
o Rating Scales		
Review of Student Samples		
o Work samples		
o Error analysis		
o Activity samples		
Pre-and Post-Instruction Teacher's Assessments		
o Paper-and-pencil tests		
o Verbal quizzes		
o Questionnaires/surveys		
o Cumulative reviews based on texts or instruction units		
Student Self-Assessment		
o Checklists		
o Surveys		
o Self-monitoring tools		

(T2) Teacher Checklist - Student's Strengths and Challenges

Student _____ Grade:_____

Teacher: _____ Date: _____

Subject/Skill	Strength	Challenge
Attends school regularly	☐	☐
Is motivated to learn	☐	☐
Focuses attention	☐	☐
Keeps track of materials	☐	☐
Understands and follows routines	☐	☐
Understands oral instructions	☐	☐
Understands written instructions	☐	☐
Gets started on assigned work	☐	☐
Completes tasks	☐	☐
Hands in assignments	☐	☐
Manages time	☐	☐
Demonstrates good memory	☐	☐
Interacts appropriately with peers in class	☐	☐
Interacts appropriately with peers outside class	☐	☐
Interacts appropriately with adults	☐	☐
Demonstrates leadership	☐	☐
Has a good sense of humour	☐	☐
Demonstrates enthusiasm	☐	☐
Controls frustration and anger	☐	☐
Responds well to praise	☐	☐

	Strength	Challenge
Computer/technology skills	☐	☐
Reading decoding	☐	☐
Reading comprehension	☐	☐
Written expression	☐	☐
Oral vocabulary	☐	☐
Spelling	☐	☐
Mathematics – basic facts	☐	☐
Mathematics - concepts	☐	☐
Mathematics – word problems	☐	☐
Other subject area , specify _____	☐	☐
Sensory/motor area, specify _____	☐	☐

Other Comments

_____

_____

_____

_____

_____

_____

_____

_____

(T3) General Learning Skills Checklist

Student's Name: _____ **Grade:** _____

Teacher's Name: _____ **Date:** _____

Attention/Focus

	Mostly	Sometimes	Never
Follows verbal instruction	_____	_____	_____
Follows the course of a conversation	_____	_____	_____
Is able to stay on topic during a discussion	_____	_____	_____
Is able to stay on task for assigned activities	_____	_____	_____
Is able to give specific details when asked for an explanation or description	_____	_____	_____
Responds appropriately to the stimulation of the classroom	_____	_____	_____

Organization/Study Skills

	Mostly	Sometimes	Never
Keeps track of belongings	_____	_____	_____
Gets started on class work	_____	_____	_____
Gets started on assignments	_____	_____	_____
Completes assigned work	_____	_____	_____
Hands assignments in on time	_____	_____	_____
Shows neatness in desk and work	_____	_____	_____
Works well alone	_____	_____	_____
Works well in a group	_____	_____	_____
Knows how and when to ask for help	_____	_____	_____

Memory

	Mostly	Sometimes	Never
Can effectively recall memory on short term	_____	_____	_____
Can effectively recall memory on longer term	_____	_____	_____
Makes effective use of lists or other reminders	_____	_____	_____
Can repeat explanations, directions or instructions in own words	_____	_____	_____
Highlights or summarizes information to remember	_____	_____	_____
Can remember the sequence of events in a story	_____	_____	_____
Is able to use reference resources	_____	_____	_____
Can remember the steps in a procedure	_____	_____	_____
Can remember and deliver a message to another staff member	_____	_____	_____

Social/Personal

	Mostly	Sometimes	Never
Understands and follows school rules	_____	_____	_____
Understands and follows classroom rules	_____	_____	_____
Waits turn to speak or do something	_____	_____	_____
Understands consequences and what they are for	_____	_____	_____
Is able to change as a result of consequences	_____	_____	_____
Can generalize appropriate actions or behaviour from one setting to another setting	_____	_____	_____
Thinks before acting	_____	_____	_____
Takes responsibility for actions	_____	_____	_____
Demonstrates age-appropriate ability to see another's point of view	_____	_____	_____
Is able to wait for a turn to speak or do something	_____	_____	_____
Is able to share possessions or materials	_____	_____	_____
Is able to make and keep friendships	_____	_____	_____

	Mostly	**Sometimes**	**Never**
Normally associates with age-peers	_____	_____	_____
Demonstrates age-appropriate self-control	_____	_____	_____
Reacts appropriately to praise, recognition and constructive criticism	_____	_____	_____
Is adaptable to changes in tasks, environment, routines and transitions	_____	_____	_____

(S1) Know Your Strengths Inventory

Name: _____   Date: _____

Indicate with a checkmark (√) the areas which you feel are your strengths:

Academics:

Reading   (   )

Writing   (   )

Oral vocabulary   (   )

Spelling   (   )

Math facts   (   )

Math problems   (   )

Science   (   )

Other subjects

_____ (   )

_____

Interests:

Computers/video   (   )

Visual Arts   (   )

Music   (   )

Drama   (   )

Sports   (   )

Traditional skills   (   )

Volunteer activities (   )

Other activities

_____ (   )

Personal Skills:

Making friends   (   )

Leadership   (   )

Relating to adults (   )

Sense of humour   (   )

Enthusiasm   (   )

List four things you do well:

·_____   ·_____
·_____   ·_____

List two things you could teach someone else:

·_____   ·_____

List six positive words to describe yourself:

·_____   ·_____
·_____   ·_____
·_____   ·_____

List two things that are really important to you:

·_____   ·_____

List two people you can count on for help and support:

·_____   ·_____

(S2) Challenges Checklist

Name: _____   **Date:** _____

For each statement, place a checkmark √ in the appropriate column.

	Always	Usually	Not Very Often
I come to school every day.			
I bring all the materials I need to work in class.			
I focus my attention in class.			
I follow the teacher's directions.			
I understand the ideas the teacher is presenting.			
I contribute to class discussions.			
I take good notes.			
My notebooks are organized.			
Other people can read my writing.			
I finish assignments on time.			
I distract or talk with others.			
I lose or misplace my books, notebooks.			
I understand any assigned reading.			
My memory is good.			
I am well prepared for tests.			
I understand the questions on written tests.			
I can finish tests in the time given.			
I understand what the teacher expects on tests.			
I understand what is expected for project work.			
I know when and who to ask for help.			

(S3) Student Interest Inventory

I have always wanted to ……………..

Find out about …..
_____
_____
_____

make up a ……
_____
_____
_____

invent ……
_____
_____
_____

tell someone about…..
_____
_____
_____

know what it is like to be ……
_____
_____
_____

improve ….
_____
_____
_____

write about …..
_____
_____
_____

work with someone who knows a lot about ……
_____
_____
_____

(S4) Reading Strategies - Student

	Usually	Sometimes	Never
1. I study the title and pictures to predict what the story is about.	____	____	____
2. I try to predict what is going to happen next in the story.	____	____	____
3. I break new words into familiar parts in order to pronounce them properly.	____	____	____
4. I reread when I don't understand.	____	____	____
5. I imagine myself right in the story.	____	____	____
6. I talk to other students to clear up confusing parts.	____	____	____
7. I think about how the story is like something in my life.	____	____	____
8. I try to figure out the main idea of the story.	____	____	____
9. I look up new words in the dictionary.	____	____	____
10. I correct myself when I mispronounce a word.	____	____	____
11. I ask questions about what I read.	____	____	____
12. I can read quickly and understand a story or text.	____	____	____

How has your reading changed this year?

_____

_____

_____

What do you need to continue to work on?

_____

_____

(P1) Parent Survey

Student _____ Parent_____ Date: _____

Answers to the following questions will help your child's teacher plan a specific program for your child. You may want to think about your answers and bring them to the meeting about your child's program.

1. What does your child do best: At home?   At School?
    _____
    _____

2. What is your child interested in?
    _____
    _____

3. Does your child have any fears about school? If so, what are they?
    _____
    _____

4. What do you think are the most important things your child needs to learn at school this year?
    _____
    _____

5. How does your child learn best?
    By listening? _____   By watching/seeing? _____   By doing?_____

6. Are you worried about the way your child behaves: At home? At school?
    If so, describe what worries you?
    _____
    _____

7. What would you like to see your child do when they finish high school?
    _____
    _____

8. Is there anything else the school should know about your child in order to understand him/her better?
    _____
    _____

9. What else would you like to talk about at the meeting?
    _____
    _____

Determining Areas Needing Modification or Accommodations

(T4) Observation Guide to Reading

	Mostly	Sometimes	Never
Does the student use pre-reading activities? e.g. look at title, look at pictures, skim the pages	____	____	____
Does the student hesitate to begin?	____	____	____
Does the student appear comfortable reading or is he/she easily frustrated?	____	____	____
Do the student's eye or head movements suggest a lot of backtracking when reading?	____	____	____
Does the student squint or keep the book close to his or her face?	____	____	____
Does the student use a finger or pencil for tracking?	____	____	____
Does the student have difficulty with sight vocabulary or decoding skills?	____	____	____
Are miscues grammatically correct? For example, if the student misreads a word, is it the proper tense?	____	____	____
Does the student leave out or change words?	____	____	____
Is the student reading for meaning?	____	____	____
Are words read in a monotone, without intonation?	____	____	____
Are words phrased appropriately?	____	____	____
Does the student self-correct without prompting?	____	____	____

Additional Observations:

What types of words are recognized or not recognized?

_____

_____

_____

What aspects of decoding are difficult for the student?

_____

_____

_____

When the student encounters a word he or she doesn't know, does he/she: Substitute another word? Sound it out? Skip it?

_____

_____

_____

Does the student replace the correct word with a different word that maintains meaning or one that looks similar but has a different meaning?

_____

_____

_____

Other Comments:

_____

_____

_____

(T5) Observation Guide to Narrative Writing

In terms of content:	Mostly	Sometimes	Never
Are the events and actions appropriate?	____	____	____
Are the details specific and effective?	____	____	____
Does the story engage and hold the reader's interest?	____	____	____

In terms of organization:

	Mostly	Sometimes	Never
Does the beginning capture the reader's attention and clearly establish events, characters and setting?	____	____	____
Are the connections and relationships between events, actions, details and characters maintained?	____	____	____
Does the ending tie events and/or actions together?	____	____	____

In terms of sentence structure:

	Mostly	Sometimes	Never
Is standard sentence construction used throughout?	____	____	____
Is the sentence type and length varied?	____	____	____

In terms of vocabulary:

	Mostly	Sometimes	Never
Are words and expressions descriptive?	____	____	____
Are words and descriptions specific and effective?	____	____	____

In terms of conventions:

	Mostly	Sometimes	Never
Are end punctuation and capitalization usually correct?	____	____	____
Are most words spelled correctly?	____	____	____
Do spelling and grammatical errors affect the clarity of the writing?	____	____	____

(T6) Printing, Handwriting, Keyboarding/Computer Inventory

1. Student's current printing and handwriting ability (check [√] all that apply):

    ___   holds regular pencil
    ___   holds pencil when adapted with: _____
    ___   holds pencil but does not write
    ___   prints name
    ___   writes cursive
    ___   prints a few words
    ___   writing limited due to fatigue
    ___   writing slow and arduous
    ___   copies simple shapes
    ___   copies simple words
    ___   copies from board
    ___   writes on wide lines
    ___   writes on narrow lines
    ___   uses spaces correctly
    ___   adjusts size of writing to fit spaces
    ___   writes independently and legibly

2. Student currently uses the following strategies for writing (check [√] all that apply):

    ___   shortened assignments
    ___   scribed by others
    ___   verbal instead of written response
    ___   writing frames

3. Assistive technology for learning used by the student (check [√] all that apply):

    ___   special pencil or marker
    ___   splint or pencil holder
    ___   pencil grip
    ___   paper with heavier lines
    ___   paper with raised lines
    ___   adapted desk, tray, table
    ___   slant board or easel

4. Current keyboarding ability (check [√] all that apply):

    ___   does not currently type
    ___   types slowly, with one finger
    ___   types slowly, with more than one finger
    ___   performs 10 finger typing
    ___   requires arm or wrist support to type
    ___   uses adapted or alternate keyboard

5. Current computer use (check [√] all that apply):

    ___   never used a computer
    ___   potential to use a computer but has not because _____

    _____

    ___   uses computer for games
    ___   uses computer for word processing
    ___   uses computer at school for these tasks:

    _____
    _____
    _____

    ___   uses computer at home for these tasks:

    _____
    _____
    _____

6. Computer availability:

    The student has access to the following computer(s):
    ___   Windows -- Operating System version ____
    ___   Macintosh -- Operating System version _____

7. Summary of abilities and concerns related to printing, handwriting, keyboarding and computer use:

    _____

    _____

    _____

(T7) Sample Writing Inventory

1. Student's current writing is typically:

    〔　〕 single words
    〔　〕 short phrases
    〔　〕 complex phrases
    〔　〕 sentences
    〔　〕 2-5 sentence paragraphs
    〔　〕 longer paragraphs
    〔　〕 other _____

2. Student currently has difficulty:

    〔　〕 answering questions
    〔　〕 getting started on a sentence or story
    〔　〕 adding information
    〔　〕 sequencing information
    〔　〕 integrating information from 2 or more sources
    〔　〕 generating ideas
    〔　〕 planning content
    〔　〕 using a variety of vocabulary
    〔　〕 summarizing information
    〔　〕 other _____

3. Student currently uses the following strategies for writing:

    〔　〕 verbal instead of written responses
    〔　〕 graphics to express ideas
    〔　〕 shortened assignments
    〔　〕 story starters
    〔　〕 webbing /concept mapping
    〔　〕 templates or writing frames
    〔　〕 outlines
    〔　〕 scribing by others
    〔　〕 word cards or word book
    〔　〕 word wall/word lists
    〔　〕 personal dictionary
    〔　〕 other _____

(T8) Mathematics Skills Checklist

Name _____DOB _____Teacher _____Date_____

	Mostly	**Sometimes**	**Never**
Uses age-appropriate mathematical terms	____	____	____
Can provide the meaning of math terms	____	____	____
Uses age appropriate "number" concepts	____	____	____
Can translate word problems into correct sequence of computations	____	____	____
Can move from working with concrete materials to using mental problem solving	____	____	____
Demonstrates age-appropriate knowledge of math facts and processes (how to regroup to subtract, multiply, etc.)	____	____	____
Understands the directional rules for use in math	____	____	____
Is able to keep columns and figures straight	____	____	____
Shows age-appropriate computational skills without a calculator	____	____	____
Can handle a large number of computations on a single page	____	____	____
Can handle a variety of question types on a page	____	____	____
Can respond to questions in an appropriate length of time	____	____	____
Is able to describe or explain process used in solving math problems	____	____	____
Understands time concepts and can tell time	____	____	____
Can clearly identify names and values of currency and make change	____	____	____

(T9) Curricula Benchmarks

Reference to curricula benchmarks and/or expected learning outcomes will be useful in determining both the functioning levels of students and, for those requiring a modified program, the targeted curriculum.

In addition to the grade specific outcomes for English Language Arts, a document titled *English Language Arts Essentials K-3* is available from the Department of Education, Culture and Employment. A similar document is in progress for Gd.4.-Gd.6. In addition a set of documents titled *Grade at a Glance* are being developed.

The WNCP Common Curriculum Framework for Mathematics (1995), available on the Department website, gives General and Specific Outcomes that students are expected to learn in each of Grades K-9.

(T10) Identifying and Responding to Students in Need of Enrichment

If teachers insist that all students in a given class learn the total curriculum content together, a difficult situation is created for the very capable students in need of enrichment. In contrast, if under a differentiated instruction teaching approach, learning opportunities are provided for students who are able to progress more quickly than their peers, the students will identify themselves as those who can benefit from working on activities that extend the regular curriculum -- i.e. enrichment activities.

Strategies such as Compacting the Curriculum, Most Difficult First, and Pretests for Volunteers [1] allow teachers to identify student's areas of strength and respond to student's interests, competencies and learning activity preferences.

The following information on Compacting and a sample form called The Compactor (T15) are presented as examples.

Steps to Successful Compacting

1. Identify the learning objectives all students must learn.
2. Offer a pretest opportunity to volunteers who think they may have already mastered the content OR plan an alternate path through the content for students who can learn the required material in less time than their age peers.
3. Plan and offer curriculum extensions or alternate activities (for those successful with the compacting opportunities) to do in their "choice time" while others are working on grade level work.
4. Eliminate all drill, practice, review or special preparation for tests for students who have already demonstrated mastery.
5. Keep accurate records of students' compacting activities.

(See also Toolbox T15.)

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[1] These strategies are further documented along with many others specific to various subject areas in *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner, Free Spirit Publishing, 2001.

(T11) Student Support Plan

Information Summary

Student Strengths: Subject areas, general skills, physical and social areas, learning style		
Teacher Input	Student Input	Parent Input

Student Challenges: Subject areas, general skills, physical and social areas, learning style		
Teacher Input	Student Input	Parent Input

(S5) Student Self-Evaluation
of Basic and General Skills

Place a checkmark (√) next to each area in which you do well or in which you feel you need help.

READING

	Do Well	Need Help
Reading new words	( )	( )
Reading stories	( )	( )
Understanding new words	( )	( )
Understanding stories	( )	( )
Understanding textbooks	( )	( )
Understanding written directions	( )	( )

LANGUAGE ARTS

	Do Well	Need Help
Spelling words	( )	( )
Writing sentences	( )	( )
Creating stories	( )	( )
Listening to others	( )	( )
Saying what I mean	( )	( )
Being understood by others	( )	( )

MATHEMATICS

	Do Well	Need Help
Adding more than two-digit numbers	( )	( )
Subtracting with borrowing	( )	( )
Remembering multiplication facts	( )	( )
Dividing with remainders	( )	( )
Understanding word problems	( )	( )

ATTENTION/FOCUS

	Do Well	Need Help
Following verbal instruction	( )	( )
Following a conversation	( )	( )
Staying on topic in a discussion	( )	( )
Staying on task for class work	( )	( )
Explaining or describing in detail	( )	( )
Focusing on work with distractions in the classroom	( )	( )

ORGANIZATION/STUDY SKILLS

	Do Well	Need Help
Keeping track of my belongings	( )	( )
Getting started on class work	( )	( )
Getting started on assignments	( )	( )
Completing assigned work	( )	( )
Handing in assignments on time	( )	( )
Working well alone	( )	( )
Working well in a group	( )	( )
Showing neatness in desk and work	( )	( )
Knowing how and when to ask for help	( )	( )

MEMORY

	Do Well	Need Help
Remembering things in a short time	( )	( )
Remembering things over a long time	( )	( )
Using lists or other reminders	( )	( )
Repeating explanations, directions or instructions in my own words	( )	( )
Highlighting and summarizing	( )	( )
Remembering the sequence of events in a story	( )	( )
Using reference resources	( )	( )
Remembering steps in a procedure	( )	( )
Remembering a message to deliver	( )	( )

SOCIAL/PERSONAL SKILLS

	Do Well	Need Help
Following the classroom rules	( )	( )
Following the school rules	( )	( )
Waiting my turn to speak or do something	( )	( )
Making friends and keeping them	( )	( )
Getting along well with people my age	( )	( )
Considering other people's feelings and views	( )	( )
Thinking before acting	( )	( )
Accepting responsibility for my own actions	( )	( )
Controlling my anger	( )	( )

(P2) Suggestions for Parents
Participating in the Student Support Plan (SSP) Process

When planning programs for individual students, teachers like to work with parents and students as a team. As a parent you are an important member of such a team to develop and monitor a Student Support Plan for your child.

You can take part in the process in several ways such as:

- keeping in touch with your child's teacher

- sharing information about your child's past experiences, interests, successes and difficulties

- encouraging your child to be part of discussions about his/her program

- taking part in discussions and helping to make decisions about programming for your child, and any modifications or strategies suggested

- discussing the program plan with your child

- working with your child at home to support the Student Support Plan developed

- observing and reporting to the teacher any changes in your child's attitudes and behaviour related to school experiences

- asking questions about your child's progress and program

- sharing with the teacher anything going on at home that may bring about a change in your child's school work or behaviour

- being part of the team when your child's Student Support Plan is being reviewed

(P3) Sample Questions for Parents
To Ask During the SSP Process

- How are the things my child does best used to develop the SSP?

- Does the SSP focus on my child's difficulties?

- What do you mean by accommodations/adaptations and accommodations/extensions? Are these the same as strategies?

- What are the benefits of using these with my child?

- How can I and my child be involved in the selection and evaluation of the strategies used?

- Which strategies are priorities and should be introduced first?

- If several teachers are responsible for my child's education program, will they all have a copy of the SSP so that they can plan their teaching and monitor my child's progress?

- Will other students in the class have accommodations/adaptations?

- How will the strategies used with my child be explained to other children in the class?

- How will you measure my child's progress on the SSP?

- How often will I learn about my child's progress?

- If there is progress, will strategies be put in place for other difficulties?

- If there is no progress, will other strategies be selected and tried?

- How can I support the SSP at home?

Choosing Appropriate Strategies

(T12) Questions to Consider in Selecting Strategies

Once Focus Areas have been selected and prioritized, the following questions should assist in the selection of strategies for each Focus Area.

Focus Area: _____

- What does the student need to do that he/she is unable to do now?

  _____

  _____

  _____

- What is the student currently able to do in this area?

  _____

  _____

  _____

- Where does the student need to be able to perform (classroom, lunchroom, playground, hallways, bus etc.)?

  _____

  _____

  _____

- What materials and equipment are currently available in the classroom? school?

  _____

  _____

  _____

- How can the student be helped to do what they need to do while participating in the normal classroom learning activities (i.e. what everyone else is doing)?

  _____

  _____

  _____

- Does a particular strategy require others to assist the student? Are these other helpers available in the classroom? school?

  _____

  _____

(T13) Sample Strategies: No-tech to High-tech Continuum

Focus Area: Writing/Written Expression

LEVEL OF TECHNOLOGY	EXAMPLES
N0 – TECH ……………………….. 0 -$ Little time to learn No maintenance	• Provide teacher or peer generated copies of notes • Avoid copying from text or board • Instruct in use of graphic organizers such as webs, venn diagrams • Avoid pressure for speed and accuracy • Reduce amount of writing or provide alternatives to required written assignments (oral, dictated or taped response) • Allow rewrites of assignments
LOW-TECH ………..…………….. $ - $$ Some time to learn Little maintenance	• Raised line paper • Alternative writing surfaces (e.g. white boards) • Alternative writing implements (e.g. magnetic letters, alphabet stamps, magnetic words) • Adapted devices as needed (pencil grips, bingo marker, erasable pen)
MID-TECH ……………………….. $$ - $$$ More time to learn Some maintenance	• Tape recorders • Templates • Talking spell checkers • Dedicated word processors [2] (e.g. Alphasmarts) • Simple voice recognition software

HIGH-TECH
…………………………
 	
$$$ -$$$$
A lot of training required for student and others
High maintenance
	• Specialized software such as
	   o Talking word processors
	   o Word prediction
	   o Multimedia software for production of ideas (e.g. Power Point)
	• Specialized computer access
	   o Touch screens
	   o Alternative keyboards
	   o Switch adapted mice

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[2] A dedicated word processor produces simple text only with no options for font, format etc. It is less expensive than a regular computer.

(T14) Assistive Technology for Learning Checklist

Name: _____   Date: _____

1. Student's performance is improved by (check [√] all that apply):

    _____   smaller amount of text on page
    _____   lowered reading level
    _____   bold type for main ideas
    _____   enlarged print
    _____   graphics to communicate ideas
    _____   spoken text to accompany print
    _____   reduced length of assignment
    _____   Other _____

2. Assistive technology that has been tried (check [√] all that apply):

    _____   highlighter, marker, template or other self-help aid
    _____   tape recorder, taped text or talking books to read along
    _____   computer software (specify) _____
    _____   other (specify) _____
             _____

3. Computer availability and use (check [√] all that apply):

    The student has access to the following :
    _____   Windows – Operating System version _____
    _____   Macintosh – Operating System version _____

    The student uses a computer:
    _____   rarely
    _____   frequently
    _____   daily for one or more subjects or periods
    _____   every day, all day

(T15) The Compactor
Joseph Renzulii and Linda Smith

Student's Name:

_____

Areas of Strength	Documenting Mastery	Alternate Activities

Left column: Record the student's area(s) of strength.

Center column: Describe the methods used to document the student's mastery of a particular skill, competency, chapter, concept or unit.

Right column: Describe the alternate activities the student will be engaged in during "choice time" while the rest of the class is doing grade level work.

The Compactor (illustrative example)
Joseph Renzulii and Linda Smith

Student's Name: James

_____

Areas of Strength	Documenting Mastery	Alternate Activities
Reading	Pretest results of A on review tests of skills and vocabulary	Will read to gather research for his book project Will continue writing of book
Writing	Superior writing ability – stories collected in portfolio	Will write a chapter book
Social Studies – Map Unit	Pretest results of A	Will create a country from papier-mâché Will present a report to class, using the medium of his choice

(S6) What Works for Me Inventory

Name: _____   Date: _____

How I look after myself

- How much sleep do I need? _____

- What kind of food makes me feel alert? _____

- What snacks are good for energy? _____

- What time of day do I have the most energy? _____

- What time of day do I have the least energy? _____

- What type of exercise make me feel energized? _____

- What do I do to help me relax? _____

Tools that help me learn

- What writing tool works best for me (type of pen, pencil, ink colour)? _____

- What kind of paper helps keep me organized (wide-rule, unlined)? _____

- What colour paper do I find easiest to read? _____

- What notebook/binder system works for me? _____

- What other supplies help me keep organized? (white-out, post-it notes, ruler) ?
  _____

- What calculator works best for me? _____

- What is my favourite dictionary? _____

- What other reference books help me learn? _____

- What computer programs help me learn? _____

In the classroom

- What seat in the classroom works best for me? _____

- What do I read best from?
  ____ whiteboard ____ overhead ____ chart paper ____ my own copy

- Does the colour of ink or marker make a difference? _____

- Does the type of printing (printed, handwritten or typed) make a difference?
  _____

- Does the size and spacing of print make a difference? _____

Check the 3 types of directions that work best for you (mark them 1, 2 and 3):
____ teacher explains aloud
____ teacher writes directions on the board
____ teacher does example on the board
____ teacher asks another student to demonstrate
____ teacher asks all students to try a sample at their desks
____ I read the directions while the teacher reads them
____ I read the directions on my own
____ teacher shows me at my desk
____ another student explains a second time and answers my questions
____ I watch what another student does
____ I try it on my own and then check with the teacher
____ I try it on my own and then compare with another student

Things I do to keep myself organized:
_____
_____
_____

Things I do to help me focus on my work:
_____
_____
_____

Things teachers can do to help me learn:
_____
_____
_____

(S7) Assistive Technology for Learning Investigation - Student Report

1. What I want assistive technology to do for me: _____

_____

2. What I do now to help with the problem: _____

_____

_____

3. Accommodations/adaptations or technology I already use: _____

_____

4. What I have already tried that didn't work: _____

_____

Why it didn't work: _____

_____

How it could have worked better: _____

_____

5. Things that other students use or that I have seen that might help me: _____

_____

_____

6. Things I want to tell teachers and others about what I have tried or want to try:

_____

_____

_____

7. Questions I want to ask: _____

_____

(P4) Questions for Parents Investigating
Assistive Technology for Learning (ATL)

1. Do I see my child having difficulties at home similar to those reported by the teacher at school?

2. Could my child do better if he/she was helped with difficult work?

3. What kinds of things have already been used to try to help my child? How long were they tried for? Did anything help?

4. What kind of technology is there that might help my child?

5. How could my child try out some new technology?

6. How would trials be done? Would they be done in different places? How long would the trials take?

7. Would I and my child take part in decisions about which technology works best?

8. If my child needs complex technology, who will make sure he/she gets the proper training and who will maintain the equipment?

9. Do I need to know how to use any technology chosen for my child? Who will teach me what I need to know?

Making the Student Support Plan Work

(T16) ATL Trial Record – Teacher

(Goal for Device Use)

Goal for Assistive Technology for Learning (ATL) device – i.e. what is it intended to help the student do?

_____

_____

_____

_____

How will we know if the trial is successful?

_____

_____

_____

_____

What level of achievement is reasonable to expect during the trial period?

_____

_____

_____

_____

How will we know if the trial is not working (what criteria will we use to stop)?

_____

_____

_____

_____

(Learning Environments where Devices will be used)

1. Environment: _____

   Tasks: _____

   _____

   Staff responsible for implementation : _____

   Days to be used: _____

   Times to be used: _____

2. Environment: _____

   Tasks: _____

   _____

   Staff responsible for implementation : _____

   Days to be used: _____

   Times to be used: _____

3. Environment: _____

   Tasks: _____

   _____

   Staff responsible for implementation : _____

   Days to be used: _____

   Times to be used: _____

(Devices for Trial)

Device #1 _____

Date of trial initiation: _____ Minimum length of trial period: _____

Device trial review date: _____

Source of device for trial: _____

Contact person for technical assistance for trial: _____

Manufacturer:_____

Manufacturer technical assistance number: _____

Comments: _____

_____

Device #2 _____

Date of trial initiation: _____ Minimum length of trial period: _____

Device trial review date: _____

Source of device for trial: _____

Contact person for technical assistance for trial: _____

Manufacturer:_____

Manufacturer technical assistance number: _____

Comments: _____

_____

Device #3 _____

Date of trial initiation: _____ Minimum length of trial period: _____

Device trial review date: _____

Source of device for trial: _____

Contact person for technical assistance for trial: _____

Manufacturer:_____

Manufacturer technical assistance number: _____

Comments: _____

ATL Trial Record – Teacher (continued) page 4/4

(Trial Summary)

How did the student's performance change when using the devices?

How did the student like using each device? Did the student prefer one of the devices?

What are the advantages of using the devices?

What are the disadvantages of using the devices?

How long can the student be expected to use the devices?

Recommendations from the trial:

(S8) ATL Trial Record – Student

1. Assistive technology for learning (ATL) I tried: _____

    _____

2. Things I like about the ATL I tried: _____

    _____

    _____

3. Things I don't like about the ATL I tried: _____

    _____

    _____

4. If there was more than one tool/device to try, the one I liked best was: _____

    _____

5. Why I liked it best: _____

    _____

6. If I was the only one using technology, how did that feel? How did I explain this

    technology to other students? _____

    _____

    _____

7. Things I want to tell the teachers and others about the ATL that I tried: _____

    _____

    _____

8. Questions I want to ask the teachers and others: _____

    _____

    _____

(P5) Parent Observations of Student's Attitudes and Achievement

What does my child say about the strategies/tools being tried in the classroom?

_____

_____

_____

What changes in my child's performance and attitude, if any, am I seeing at home while my child is on the Student Support Plan (SSP)?

_____

_____

_____

What change, if any, does my child report about how things are going at school since he/she began the SSP?

_____

_____

_____

What can my child do now that he/she was unable to do before being on the SSP?

_____

_____

_____

Monitoring and Review

(T17) Reviewing Effectiveness of Accommodations or Support Strategies

Name of Student: _____   Date: _____

Name of Teacher: _____

Strategy tried: _____

Suggested questions:

1. Does the student want to use the strategy? _____

2. Is the strategy in place whenever needed? _____

3. Can the student work independently when the strategy is in place? _____

4. Is the strategy workable in a number of environments? _____

5. Is the strategy improving the student's learning? What evidence is there of

   improvement? _____

   _____

   _____

6. Is there any negative reaction from other students when the strategy is in place?

   _____

   _____

7. Are there any barriers to consistent use of the strategy? _____

   _____

   _____

8. Were the student and parents involved in monitoring and reviewing use of the strategy?
   What were their comments?

   _____

   _____

   _____

9. Recommendation is to: Retain Strategy _____

                              Substitute another strategy _____

                              Discontinue strategy due to improvement _____

(S9) Student SSP Report

Name: _____   Date: _____

My progress on my SSP for the month of _____

Working on my _____ (Subject Focus Area)

1. The strategy I have used the most this month is _____.

2. I use it when _____.

3. The best part of the work is _____.

4. I am getting better at _____.

5. I still need more practice at _____.

Working on my _____(General Skill Focus Area)

1. The strategy I have used the most this month is _____.

2. I use it when _____.

3. I am proud that I _____.

4. Next month I want to improve _____.

5. To do this I will _____.

Signed: _____

Parent's comments:

_____

_____

_____

(S10) Monitoring My ATL Use - Student Report

1. What kind of help will I need in order to use my ATL effectively (e.g. training, help from my teacher)?

_____

_____

_____

2. What will I need to learn in order to make my ATL work?

_____

_____

3. What will I need to do every day to make this technology for learning work for me?

_____

_____

4. Problems I am having with my ATL: _____

_____

_____

5. Things I want to tell my teacher and others about my ATL: _____

_____

_____

6. Questions I want to ask my teacher(s) and others: _____

_____

_____

_____

(P6) Parent Feedback on Assistive Technology for Learning (ATL)

ATL being used by student: _____

1. Changes in my child's learning since using the ATL:

_____

_____

_____

_____

2. Changes in how my child feels about using the ATL:

_____

_____

_____

_____

3. Benefits I see of the ATL use:

_____

_____

_____

4. Disadvantages of using the ATL:

_____

_____

_____

5. Other places and situations in which this ATL might be useful:

_____

_____

_____

6. Things with I want to share with the teacher(s):

_____

_____

_____

_____

7. My questions for the teacher(s):

_____

_____

_____

_____