Student: Learner Profile 2 Talina ___   Date of Referral: Spring 2015
Referring Teacher: Contributing personnel:
Date of AP approval: Date for Review:

1. **Learner Profile**
2. **SETT**
3. **Accommodated Program Plan**

Learner Description: Talina is involved with dance and frequently attends dance lessons/events outside of school thus she misses a lot of time at school. She needs an online access to all activities as a framework to stay connected with both teacher and her classmates, which is flexible to her meeting her needs anytime, anywhere and anyplace.	**Special Considerations**: ● Talina is using a tutor to support her learning, so communication with tutor is important ● Talina has ample time to access and review materials before collaboration ● Talina has access to an adult mentor who is fluent in creative arts ● Talina should be given time to learn and practice technology
Learner Strengths: ● Visual arts ● dance ● hands on learning ● strong high level reader ● musically inclined ●	**Learner Needs**: ● Math support ● Friendship building/maintaining support ● online access & flexible pathways ● demonstrate learning visually (dance, music, poetry, art, Show and Share) ●
Learner Resources: ● Google Classroom ● collaborative tools (Skype, Voxer, Google docs) ● peers ● a trusted adult within the school community ● visual arts materials, including instruments, music software	**Recommended Strategies**: ● maintain a predictable schedule for communication and collaboration ● ensure Talina is included in social groups when she is present ● connect Talina with peers who have similar interests ● Math should be accessible in visual format as much as possible ● videos connecting math to concrete applications in art should be made available

Student (student centered)

- Talina is an active student who is involved in a time-consuming competitive activity
- As a result of her commitment to her sport, she is frequently absent
- Her language comprehension is strong
- Talina is musically talented, and can compose music and play numerous instruments sufficiently well
- She is artistically inclined, and tends to doodle, draw, sketch, sing and dance in the learning environment
- Talina's needs are accessibility to learning material and to submit assignments remotely
- She requires support in math to keep up with her peers as well as the curriculum outcomes
- Talina needs to be able to connect with her peers when she is absent, as well as when she is present
- Talina must be able to demonstrate grade level competency in math with more accuracy and independence

Environment

- Talina will be provided video recordings of instructions via FlipGrid or YouTube
- Talina will be able to work collaboratively with her peers when she is absent
- She will be paired with friends in learning activities when she is present to help foster friendships
- Talina is able to complete project tasks using technology such as voice recorders, GarageBand, iMovie to create and contribute to the musical and theatrical components of the project
- Due to Talina's physical frequent absence, she will conference with a group of peers to learn what has been planned and implemented in the project twice weekly
- Talina will conference with the classroom teacher on a daily basis during attendance/school news time
- Talina will access documents and videos through Google Classroom using a laptop or tablet
- Talina will use ShowMe to demonstrate and practice math problems

Tasks

- Collaboration with peers and mentors are frequent learning models in the environment
- Talina is expected to complete required assignments through any agreed upon format
- Talina will be required to contribute to her group in a timely manner
- Talina is required to access all academic material that is addressed during class time
- Success will include contributions that highlight Talina's strengths and demonstrate an understanding of the purpose of the curricular components of the project
- success will include Talina being able to maintain friendships with peers despite frequent absences

Tools

- Talina will use graphic organizers and a calendar through google classroom to stay organized and informed
- Talina will explore math concepts in relation to the arts - music and dance
- Talina will require time to receive instruction and practice using new tools, resources and features of the software and hardware she used
- Because the tools are hosted on hardware that are commonly used in the school and in her home (tablets and laptops), Talia will adapt quickly
- Time spent learning and understanding math resources and selecting appropriate strategies and manipulatives will be scheduled for Talina
- Talina and her peers will be given practice time using communication software such as Skype, FlipGrid, YouTube,
- Talina and her group will be provided time with their mentor to learn and practice the technology software they will use to write, record, edit and explain their songs, videos and presentations

ReSETT (when, at what indicators?)
Talina will require frequent and ongoing meetings to assess progress and comprehension of material. ReSETT will be ongoing to determine the appropriateness of the tools, ease of use of resources, and development of expected learner outcomes. Indication of success will include: - timely contributions of completed work to her peer group, - harmonious relationships with peers - the ability to achieve expected learner outcomes

Accommodated Program Plan

SECTION 1: Reason for APP implementation: Academic: ✓ check all that apply			
Difficulty transitioning into new environment – cannot maintain workload or meet outcomes		Is easily distracted during instructional time	
Behavior poses a barrier to successful completion of academic outcomes and tasks		Is easily distracted during on tasks time	
Student Experiences Anxiety regarding completion of tasks		Avoids engaging in academic specific tasks	
Demonstrates challenges with organization skills that interfere with ability to engage with or complete required tasks		Does not complete grade appropriate tasks and assignments during expected time period	
Frequent absences that impede ability to achieve intended outcomes	✓	Quality of oral demonstration of learning is below grade level	
Motor skill development is not consistent with grade level expectations and peers		Depth of visual representation of learning and knowledge is below grade level expectation and peers	
Requires frequent support, affirmation and suggestions to begin, continue or complete tasks		Quality of written work (content) is below grade level expectation and peers	
Demonstrates lack of understanding of grade level numeracy and mathematical operations	✓	Demonstrates lack of comprehension when reading and writing	
Does engage with text in a manner that exceeds grade level expectation	✓	Has difficulty following instructions and requires frequent redirection and supervision	
Completed work is done to an excellent standard, often within a short time frame		Requires extension activities due to excellent quality of work and understanding of material	

SECTION 1: Reason for Accommodation Plan implementation: Emotional/Behavioural: check all that apply			
Difficulty transitioning into new environment – engages in inappropriate interactions with peers and staff		Delays commencement of tasks by engaging peers or teachers	
Behavior is detrimental to ability to form friendships and/or work well with others		Demonstrates anxiety, frustration or avoidance of transitions	
Student experiences anxiety in unstructured learning environments		Avoids engaging in verbal communication with peers or staff	
Frequent absences impede ability to develop friendships	✓	Lacks age appropriate emotional strategies to manage personal expectations of achievement	
Lacks appropriate social skills to develop friendships		Requires mentoring and explicit guidance of appropriate choices when engaging with peers	
Lacks sense of time and requires support with time management			

SECTION 2 – intended outcomes of Accommodated Program			
To increase on-task behaviour		To manage complex emotional responses	
To increase reading comprehension skills		To foster and develop friendships	✓
To provide strategies to foster independent completion of tasks		To develop age appropriate social skill strategies with peers and staff	
To develop mathematical understanding and application	✓	To develop a supportive school network for the student	✓
To increase overall academic performance	✓	To provide a toolbox of emotional coping strategies at various levels of frustration	
To increase student self-efficacy and effort		To provide student an awareness of best fit learning strategies and outlets	
To reduce academic related anxiety		To identify and respond to trigger situations	
To identify areas of strength and provide technologies, instructional strategies and assessments that foster success		To identify areas of need to explore assistive technologies, instructional strategies and assessments that foster success	✓

SECTION 3 – Accommodations, Strategies and Assistive Technologies			
Allow extra time for tasks	✓	Allow working with a peer	✓
Allow use of manipulatives to complete tasks	✓	Allow option of group of 1	
Allow visual presentation of learning to reduce required engagement with text		Allow alternate work space to complete tasks	
Provide opportunity for mastery of a task or outcome		Pair with mentors who contribute to the learner's social and area of interest development	✓
Provide visuals for vocabulary, mathematical operations and big ideas	✓	Provide scaffolding and visual clues to assist with organization	
Provide feedback on progress at stages of tasks instead of at end of task	✓	Allow student to audio record lessons for review	✓
Allow for open ended research tasks		Provide a scribe or speech to text for written work	
Allow use of calculator	✓	Provide standup desk	
Allow learner to access information using audio ATs	✓	Prepare summary of important information and resources prior to learning tasks	
Provide electronic access to learning, instructions and demonstrations	✓	Allow use of electronic reminders to keep learner on task	
Allow use of organizers for belongings and frequently used materials	✓	Use graph paper and other math manipulatives to help with math	✓
Provide information and demonstrate strategies in visual note-taking, summary writing and outlining		Provide access to sensory tools during tasks and listening activities	

SECTION 3 – Accommodations, Strategies and Assistive Technologies cont'd			
Provide access to coloured paper, highlighters, tinted glasses to support visual focus		Provide access to visual and auditory blocking tools – headphones, fold-up screens	
Connect student with mentor in area of interest	✓	Allow use of fine motor supports for art tools	
Provide exemplars	✓	Flexible seating plan	
Direct mentorship regarding organization, time management		Direct mentorship in developing friendship skills from an adult they trust	✓
Use Google calendar for agenda and communication with home	✓	Email home important docs (field trip forms, important updates) using Adobe for signature	
Allow use of Google Doc for work that will completed in multiple locations	✓	Provide ample time for transitions	
Allow oral presentations to be done to a small group of learner selected peers		Use of Assistive technology lab	✓

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