

Student: Learner Profile 4
 Referring Teacher: grade 4 teacher
 Date of AP approval:

Date of Referral: Spring 2015
 Contributing personnel:
 Date for Review:

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

<p>Learner Description: Very talkative boy in grade 4 classroom. Tends to be defensive in interactions, and benefits from a strong relationship with adults. Has recently immigrated to Canada. It has been recommended that he see a pediatrician in the past, but the family is resistant</p>	<p>Special Considerations:</p> <ul style="list-style-type: none"> ● there may be cultural barriers to exploring strategies, modifications and assessment ● must feel a sense of security and relationship when working with adults in the school environment ● enjoys engaging in imaginative play ● can become fixated on items
<p>Learner Strengths:</p> <ul style="list-style-type: none"> ● excellent memory ● has a wonderful sense of humour ● retains new information 	<p>Learner Needs:</p> <ul style="list-style-type: none"> ● written work is a challenge ● is frequently disorganized, which interferes with academic success and smooth transitions ● requires support to follow classroom routines
<p>Learner Resources:</p> <ul style="list-style-type: none"> ● tablet for writing using keyboard ● individual time with adults, mentors ● doodling and sketching help with focus and decreases wandering ● quiet place to work ● sensory blocking tools 	<p>Recommended Strategies:</p> <ul style="list-style-type: none"> ● teacher is using strategies consistent for those with ADHD and on the Autism Spectrum Disorder ● building strong relationships is crucial to student success ● providing a place to work independently

Student Learning Profile 4 - low cognitive ability

Student
<ul style="list-style-type: none">● Mark is artistic and likes to draw and sketch● Mark faces challenges completing written work at grade level● Mark has challenges staying focused for long enough periods of time to complete work● Mark is humorous and enjoys making his peers laugh● Mark is unable to maintain focus and stay on task for length of periods consistent with his peers● Mark requires support developing coping strategies when he is frustrated or discouraged
Environment
<ul style="list-style-type: none">● Mark is expected to be able to complete scaffolded tasks in a timely manner● Mark is expected to contribute to a group with work that is legible and complete● Mark is encouraged to engage his peers at appropriate times, using words and respecting personal space● Mark is welcome to select seating in a flexible seating plan, and has the option to work in a solitary environment● Mark has been provided visual aides to remind him to stay on task and how much time he has to complete tasks● Mark uses electronic reminders and checklists to stay focused● Mark uses a tablet for speech to text to ensure writing is not a barrier to his sharing ideas● Mark has access to sensory blocking supports such as headphones, a visor and privacy folders
Tasks
<ul style="list-style-type: none">● Mark is required to practice working with peers using appropriate interactions with the guidance of the teacher, a mentor and peers● Mark is expected to contribute to his group by completing assignments that have been scaffolded and are appropriate for his needs and abilities● Mark is encouraged to select visual learning tools to communicate his understanding of concepts● Mark is encouraged to record information orally to reference at a later time● success for Mark will include completing assignments in the required time, and in beginning to manage his frustrations appropriately● Mark will be
Tools
<ul style="list-style-type: none">● Mark will be encouraged to find effective strategies to manage emotions by connecting to the outdoor spaces, and engaging in quick energy releases when he has an adult to escort him● Mark will be exploring a range of tools, both high and low tech, with approval from his parents● Mark will continue to use tablets and laptops to demonstrate his learning while decreasing his reliance on text● Mark will practice reading and writing in one on one sessions with an education assistant to help develop those skills● Mark will require frequent check ins and practice time when using a new resource, app or software● Mark will also require frequent mentorship and direct instruction to learn the intricacies and add ons of the technology used to support his learning, as these are not intuitive to him
ReSETT
<p>ReSETT will occur frequently for Mark to ensure that he is developing the coping skills needed as the content and expectations get more complex in his learning environments. Scaffolded tasks will be required for confidence building. Success will occur when Mark is able to apply strategies to maintain calm or remove himself from a challenging situation. Academically, Mark will find success when he is able to incorporate strategies to keep his belongings organized to facilitate completion of assignments and smooth transitions.</p>

**SECTION 1: Reason for AP 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 does exceed 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 and	✓	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 be 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	✓

References:

- Alberta Education. (2010). Making a difference: Meeting diverse learning needs with differentiated instruction. Edmonton, Alberta: Alberta Education. Retrieved from http://education.alberta.ca/media/1234045/makingadifference_2010.pdf
- Alberta Education. (n.d.) Medical/Disability information for classroom teachers. Edmonton Alberta: Alberta Education. Retrieved from <http://www.learnalberta.ca/content/inmdict/html/index.html>
- Alberta Education. (n.d.) Medical/Disability information for classroom teachers: Mild Cognitive Delays. Edmonton Alberta: Alberta Education. Retrieved from: http://www.learnalberta.ca/content/inmdict/html/mild_cognitive_dis.html
- Alberta Education. (2006). Planning for students with special needs: Individualized Program Planning. Edmonton Alberta: Alberta Education. Retrieved from <http://education.alberta.ca/admin/supportingstudent/diverselearning/ipp.aspx>
- Zabala, J.S. (2005) Ready, SETT, go! Getting started with the SETT framework. *Closing the Gap*, 23(6),1-3. http://www.joyzabala.com/uploads/Zabala_CTG_Ready_SETT_.pdf
- http://www.learnalberta.ca/content/inmdict/html/mild_cognitive_dis.html