

FOR ELEMENTARY STUDENTS WITH LEARNING DIFFICULTIES

Name	<u>James</u>	Address	<u>10 Elm Crescent</u>	Birthdate	<u>32314</u>
Parent/Guardian	<u>Fred/May</u>	Classroom Teacher	<u>Janet Green</u>	Grade	<u>5</u>
School	<u>St. Timothy</u>	Learning Assistance Teacher	<u>Leslie Smith</u>	Phone No.	<u>444-9999</u>

REASON FOR PROVIDING SUPPORT SERVICES		OTHER SERVICES PROVIDED			
<input checked="" type="checkbox"/>	Academic Achievement	<input checked="" type="checkbox"/>	In-School Counselling	<input type="checkbox"/>	Speech & Language
<input checked="" type="checkbox"/>	Previous Recipient of Learning Assistance	<input type="checkbox"/>	English as a Second Language	<input type="checkbox"/>	Other
<input type="checkbox"/>	Behavioural/Attentional Difficulties				

ASSESSMENTS									
Cognitive		WRMT-R		Key Math		Other		Other	
DATE	Oct/99	DATE	Jun/99	DATE		DATE		DATE	Oct/99
		Grade Placement	4.1	Grade Placement		Grade Placement		Grade Placement	5.2
WISC-III	X	Word Ident.	GE 3.8	Basic Concepts				Woodcock-Johnson Tests of Achievement Grade Equivalent 3.5	
WJR		Word Attack		Operations					
Other		Passage Comp.	GE 3.0	Application					
		Full Scale		Total Test					

PROGRAM	Regular	<input type="checkbox"/>	Regular with Adaptations	<input checked="" type="checkbox"/>	Modified	<input type="checkbox"/>	Dates of Intervention	August, 1999	to	June, 2000
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In-Class Support	<input type="checkbox"/>	Pull-Out Individual	<input type="checkbox"/>	Pull-Out Small Group	<input checked="" type="checkbox"/>	In-Class Small Group	<input checked="" type="checkbox"/>
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A CHRONOLOGY OF EVENTS

DATE	MEETINGS, CONFERENCES, REVIEWS, INTERVIEWS, TELEPHONE CALLS, ASSESSMENTS	FOLLOW-UP
June 1999	Met with May (mother) to discuss placement and Grade 5 needs.	
Aug 27/99	Classroom teacher, mother and learning assistance teacher met to discuss adaptations needed - see notes.	
Sept/99	Mother met school counsellor to discuss ways to motivate and encourage James.	
Nov/99	Educational Psychologist from Board Office shared formal assessment results with learning assistance teacher and classroom teacher.	
Nov/99	Classroom teacher and learning assistance teacher met with mom to discuss test results.	
March/2000	Classroom teacher, learning assistance teacher and mom met to discuss 2 nd term report cards.	
June/2000	Classroom teacher, learning assistance teacher and mom met to discuss placement and needs for Grade 6.	Continue small group pullout and take home reading program

OBJECTIVES	STRATEGIES/MATERIALS/ RESOURCES	ONGOING EVALUATION
<p>Oracy</p> <ul style="list-style-type: none"> - participate in class and small group discussions - literature circles - respect and respond to ideas and opinions of others - pose relevant questions - express ideas with increasing clarity, fluency and sentence variation - vocabulary development - improve word retrieval - develop thought sequencing 	<ul style="list-style-type: none"> - allow lead time to prepare oral answers before calling on him to respond - group discussions around novels being studied - oral summaries of reading that has been completed - use "Help" series and "No Glamour" vocabulary series 	<p><u>November</u></p> <ul style="list-style-type: none"> - specific roles assigned in literature circles provide James with a clear focus for participating in discussions - can successfully give oral summaries of material read at his instructional level <p><u>March</u></p> <ul style="list-style-type: none"> - enjoys oral vocabulary development activities - beginning to ask relevant questions during discussions <p><u>June</u></p> <ul style="list-style-type: none"> - when lead time is given James is more successful especially during science and social discussions

OBJECTIVES	STRATEGIES/MATERIALS/ RESOURCES	ONGOING EVALUATION
<p>LANGUAGE ARTS</p> <p>Reading</p> <p>Reading</p> <ul style="list-style-type: none"> - use all cueing systems to get meaning from print - predict content events and outcomes - read for information - choose to read a variety of materials 	<ul style="list-style-type: none"> - literature circles - use classroom spelling program to provide mini lessons in word attack and phonemic awareness - use story grammar - graphic organizers - use “want to know” charts - encourage reading of Woodland mysteries, early chapter books and non-fiction titles from “Know It All” series - provide grade level novels on tape - novel studies “The Belonging Place”, “Shark in School” 	<p><u>November</u></p> <ul style="list-style-type: none"> - participating actively in literature circles - interested in pioneer stories - wants to sound fluent but not using cueing systems to get meaning from print <p><u>March</u></p> <ul style="list-style-type: none"> - responded very well to novel on tape - good comprehension - Woodcock Reading Mastery Test scores at Grade Placement 4.1 Grade Equivalent = 3.2 at Grade Placement 4.9 Grade Equivalent = 4.0 - graphic organizers seem to support James’ learning <p><u>June</u></p> <ul style="list-style-type: none"> - James read 5 novels this year - 3 from Woodlanders and 2 Patricia Reilly Giff stories. - comprehension continues to improve but skills are still weak

OBJECTIVES	STRATEGIES/MATERIALS/ RESOURCES	ONGOING EVALUATION
<p>LANGUAGE ARTS</p> <p>Writing</p> <p>Writing</p> <ul style="list-style-type: none"> - demonstrate development in spelling - write legibly - use well developed sentence structure - increase length of writing assignments - increase writing fluency - organize ideas 	<ul style="list-style-type: none"> - provide a spelling text for James to keep at home - teach word families, word patterns - regular Grade 5 spelling program with reduced/adapted assignments and lists - provide some photocopied notes for content area subjects such as science and social - help James develop notes for novels - use graphic organizers - increase expectations for James to complete work neatly and legibly 	<p><u>November</u></p> <ul style="list-style-type: none"> - written work is still poorly done and often incomplete - graphic organizers - do support his ideas and development of ideas - most successful writing in area of Science - about animals - low level of motivation - spelling test results are satisfactory <p><u>March</u></p> <ul style="list-style-type: none"> - helps to have notes photocopied for James to study from - stories increasing in length <p><u>June</u></p> <ul style="list-style-type: none"> - adaptations continue to be required in this area

OBJECTIVES	STRATEGIES/MATERIALS/ RESOURCES	ONGOING EVALUATION
<p>OTHER</p> <ul style="list-style-type: none"> - increase confidence in his abilities - improve work habits - improve organizational and time management skills - increase motivation 	<ul style="list-style-type: none"> - daily assignment book - provide reading material at James' instructional level - teach organizational strategies - set up motivational chart 	<p><u>November</u></p> <ul style="list-style-type: none"> - continues to have difficulty organizing his materials and written work - beginning to use daily assignment book, but somewhat inconsistent <p><u>March</u></p> <ul style="list-style-type: none"> - use of daily assignment book and support from home is more consistent <p><u>June</u></p> <ul style="list-style-type: none"> - completed several novels this year and is willing to read aloud to small group - lunch out with teacher was a great hit - continues to enjoy science related activities

<p>STRENGTHS</p> <ul style="list-style-type: none"> - science knowledge - hardworking when motivated - listening comprehension - math - kind hearted and cooperative <p>INTERESTS</p> <ul style="list-style-type: none"> - science - historical novels <p>LEARNING STYLE</p>	<p>DATES USED</p>	<p>ACCOMMODATIONS</p>
	Aug 99/-June/2000	Daily assignment book/Daily communications book between teacher and home
	Aug/99-June/2000	Quantity of work limited - spelling assignments
		Word processor used for assignments
		Pre-teaching
	Aug/99-June/2000	Social studies, science and other subject notes are photocopied
	Aug/99-June/2000	Lesson content is taped - novels and some science/social
		High percentage of grade is given on daily assignments
	Aug/99-June/2000	Extended time is given for assignments or tests - when needed
		Tests have been reworded
	Aug/99-June/2000	Exams given orally - when needed
		Receives alternate developmental reading program
	grade level mat. Aug/99-June/2000	Stories are read orally
		Modified language arts program
	Aug/99-June/2000	Math questions are read orally - story problems
		Uses a calculator for computation (process for computation is known)
		Number line, graph and other concrete devices are used in all math
		Modified math program
		Technology in Place
		Counselling
	Other	
<p>Completed by</p>	<p>Leslie Smith</p>	<p>Parent's Signature</p>