

Student Learning Plan

2019-2020

STUDENT: Allan Daily	SCHOOL: Happy Elementary
AGE: 12	GRADE: 7
DATE OF BIRTH: April 1, 2008	DATE OF PLAN: July 21, 2020
PARENTS/GUARDIAN: Russ Daily (Father) Jennifer Daily (Mother)	REVIEW DATE: End of the term
SKILL DEVELOPMENT BLOCK: He goes to LAC for support every day.	

STUDENT PROFILE

Thoughts from my team	Personal What I am able to do on my own	Social What I am able to do with others	Intellectual How I think
My Strengths	My team reports I have the ability to work independently. I am good at art and creating comic books.	My team reports I enjoy socializing with my peers.	My team reports I am motivated to learn and want to do well.
My Stretches	My team reports I have a difficult time staying engaged and focused with my learning.	My team reports that I need strategies to manage my aggression and defiance.	My team reports I have a hard time staying on task and completing in-class activities.

Long term goals: To prepare Allan for grade 7 graduation and the transition into high school.

**Exploring possible alternate high school programs and concerned Allan will fall through the cracks of the mainstream education system. Working on possible designation; possible learning disability. With a designation, Allan will get extra support and modifications to help him succeed in the future.*

Short term goals: Refer to charts below.

Behaviour

Areas of concern:

- Aggressive and defiant
- Easily distracted
- Shuts down when work is too difficult

Goal: Allan will learn how to communicate his needs without leaving the room in anger.

Objective: Allan will learn how to identify his emotions and ask for support from a teacher or support staff at least 50% of the time. The staff member will recognize when the emotional outburst happens and record how many times it happens in a day.

Strategies:

- Visual cues/reminders for managing emotions and behaviour.
- Match emotions to behaviour: When _____ starts to happen, I want to _____ and I feel _____.
- Mood meter for mindfulness breaks - visual cues to identify emotions.
- Social stories

Language Arts**Areas of concern:**

Reading: Easily frustrated & then gives up - creates an environment of disengagement.

Writing: When writing, Allan loses focus easily.

Goal: Allan will build skills that help him focus and stay on task.

Objective: Allan will deviate from the task no more than six times per day. Document successful strategies (using ABCD chart) that help him stay focused and motivated to complete activities and assignments.

- When Allan deviates from classwork, the teacher or support staff can record the reasons or triggers that make him deviate.

Strategies: Incentives; *Choice Board* & timer (OT: headphones and divider)

Mathematics**Areas of concern:**

Low in math and easily confused with new math concepts.

Goal: Allan will use strategies to recognize friendly fractions.

Objective: Allan will be able to recognize friendly fractions (half, quarter, whole, and one-third) with 80% accuracy.

- Observe during math games and assess worksheets when making fractions (with 20% support - teacher or LAC provide examples).
- Create fraction strips together with the teacher (with 20% support).

Strategies:

- Repetition, explicit instruction and visual representations
- Calculator for basic operations (+ - X ÷)
- Adapt the September fraction unit

ADAPTATIONS TO INSTRUCTIONAL AND/OR ASSESSMENT PROCEDURES:

The following adaptations will facilitate Allan in achieving the above goals

a) General Student Responsibilities:	Allan will use strategies to regulate his emotions and to stay engaged with his learning.
b) Assessment Objectives:	Documentation (ABCD chart) - his emotional regulation and his academic ability.
c) Recommendations:	<p>Resources from OT:</p> <ul style="list-style-type: none"> - Regulate body: use wiggle seat or a wobble cushion and fidget toys (rubbery finger springs or sand filled stress balls) - manage noise distractions: use headphones - eliminate visual distractions: use divider - time management: use timer <p>Resources from Special Education Teacher: Social stories and create a choice board.</p>
d) Parental Expectations:	<p>Encourage to join ADHD meetings and information sessions.</p> <p>At home:</p> <ul style="list-style-type: none"> - Maintain consistent daily schedule, including a regular bedtime - Lists, charts, schedules or notes to help Allan remember important tasks or information - Encourage Allan to exercise/movement