

# STUDENT LEARNING PLAN – INFORMATION GATHERING

Student: \_\_\_\_\_  
 Time-table attached

Strengths	Needs

Have you tried any of these? Check any of the following that you have tried or plan to try:

**Assignment Adaptations:**

- Adjusted length of assignment
  - Extra time
  - Word processor
  - Photocopied notes
  - Reader for longer passages/audio books for novels
  - Graphic organizers
  - Oral/visual presentations, demos instead of written
  - Calculator
  - Step by step oral and written instructions (sequential); highlight key directions
  - Study guides
  - Front loading of assignments
  - Specific guidelines or a check list
  - Use of manipulatives, fact sheets, formula sheets
  - Rubrics
  - Pre-teaching new information
  - Textbooks at home
  - Fewer questions
  - Email assignments home or students use their phones to take a picture of homework etc.
  - Use of planner for homework, etc.
  - Use a visual schedule
  - Use “first...then” to sequence tasks
  - Use visual time timer to chunk time on task
  - Minimize verbal directions; use more visuals with pictures or key words
- If student qualifies for these adaptations:
- Use a reader or text to voice/speech technology
  - Use a scribe or voice/speech to text technology

**Test Adaptations:**

- Open book, notes
  - Extra time
  - Separate setting
  - Allow frequent rest breaks
  - Oral questions (in class)
  - Oral answers (in class)
  - Highlight key directions
  - Word processor to assist with writing
  - Spell check
  - Calculator
  - Less questions
  - Retake test – other feedback
  - Take home
  - Different format: Word banks, fill in the blanks, multiple choice, short essay, T or F, matching
- If student qualifies for these adaptations:
- Use a reader or text to voice/speech technology
  - Use a scribe or voice/speech to text technology

**Learning Environment Adaptations:**

- Alternate seating to reduce distractions
- Alternate space within the classroom
- Reduce/minimize distractions i.e. study carrel, cardboard screen
- Adapted desk or table to allow standing, or alternate seating positions
- Seat for staff proximity
- Card or hand signal to indicate: “I need help”

**Other Suggestions/Information:**

No adaptations required for this course (i.e. Foods, PE, Art, Computers etc.)

**Learning Intention or Goal:** The student will...(insert action) with (# of times, %) accuracy by (date & time, next progress reporting period i.e. end of semester 1)

- ✓ Do: verb for attainment (i.e. Recognize, increase, improve, understand, complete...)
- ✓ What: according to the student's need(s)
- ✓ When & Where: under what circumstances does the student do desired action
- ✓ To: what expected levels of performance? How well, how many times, how long by...

**Measurable goal for your course**

Course	Learning Intention or Goal <i>SMART Goal (Specific Measurable Action Oriented/Achievable/Attainable Realistic/Relevant Time Limited)</i>