STUDENT LEARNING PLAN – INFORMATION GATHERING

Student: _____

    -timetable 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

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
- ☐ 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.

- ☐ 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

study carrol, 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.)

Measurable goal for your course

> **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…

Course	Learning Intention or Goal SMART Goal (Specific Measurable Achievable Realistic Time Limited)