

**LEARNING DISABILITIES
Instructional Support Planning Process**

Student's Name: _____

Grade: _____

School: _____

DOB: _____

Date: _____

DOMAIN	STRENGTHS	NEEDS	A	B	C
			Choose one (✓), see note below*		
ACADEMIC					
SELF-DETERMINATION/INDEPENDENCE					
COGNITIVE FUNCTIONING					
SOCIAL/EMOTIONAL					

*Team Decision: N/A = no impairment of functionality, A = Mild impairment of functionality; B = Moderate impairment of functionality; C = Complex and/or intense impairment of functionality.

Goals Developed to Address Needs Identified Above:

Objectives and Strategies to Address Goals Developed: (what interventions/services/strategies can maximize functioning?)

Data Sources to Monitor Outcome/s and Goal Achievement: (what are the outcomes? How useful were the interventions? How can the goals/strategies/services be improved for better outcomes?)

Review Date:

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)		B (MODERATE)		C (COMPLEX)	
		The student's level of functioning					
		Student exhibits mild impairments in functioning occasionally and intermittently	Working on the performance standards of the curriculum with minor adaptations	Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times	Student's needs require significant adaptations and/or some modified learning outcomes		
<p>The Academic Domain consists of oral language, reading, writing and mathematics.</p> <ul style="list-style-type: none"> - Oral Language – expressive and receptive - Reading – phonemic awareness, decoding, vocabulary, fluency, comprehension - Writing – fine motor (printing, cursive), written expression (meaning, form, style, conventions) - Mathematics – number sense, operations, measurement, patterns, geometry, data analysis, mathematical problem solving - Application of reading, writing, mathematics to other subject areas <p>Possible sources of information</p> <ul style="list-style-type: none"> - Classroom observation - Parental input - Teacher(s) - File review - Student interviews - Academic assessment (curriculum-based assessment, informal individual assessments) - Level B assessments, Level C psycho-educational assessment) 	<ul style="list-style-type: none"> <input type="checkbox"/> Working on the performance standards of the curriculum with minor adaptations <input type="checkbox"/> Minor difficulties with receptive language use <input type="checkbox"/> Minor difficulties with expressive language use <input type="checkbox"/> Minor difficulties with reading decoding <input type="checkbox"/> Minor difficulties with reading comprehension <input type="checkbox"/> Minor difficulties with writing <input type="checkbox"/> Minor difficulties with mathematics <input type="checkbox"/> Shows variability in academic skills and requires mild level of support (between and/or within subject areas) <input type="checkbox"/> Aware of several learning strategies but may use some of them inconsistently <input type="checkbox"/> Represents learning in a variety of forms but requires options <input type="checkbox"/> Minor difficulties attending to instruction and learning activities <input type="checkbox"/> Minor difficulties independently completing tasks in one or more of the academic areas <input type="checkbox"/> Some difficulty with organization (time, materials). <input type="checkbox"/> Tendency to be slow in completing work <input type="checkbox"/> Some carelessness with work/paperwork 	<ul style="list-style-type: none"> <input type="checkbox"/> Working on the performance standards of the curriculum with significant adaptations <input type="checkbox"/> Moderate difficulties with receptive language <input type="checkbox"/> Moderate difficulties with expressive language <input type="checkbox"/> Moderate difficulties with reading decoding <input type="checkbox"/> Moderate difficulties with reading comprehension <input type="checkbox"/> Moderate difficulties with writing <input type="checkbox"/> Moderate difficulties with mathematics <input type="checkbox"/> Variations in academic skills require moderate level of support (between and/or within subject areas) <input type="checkbox"/> Has a few learning strategies and may use them inconsistently <input type="checkbox"/> Represents learning through a limited variety of forms <input type="checkbox"/> Moderate difficulties attending to instruction and learning activities <input type="checkbox"/> Significant difficulties independently completing tasks in one or more of the academic areas <input type="checkbox"/> Moderate difficulty with organization (time, materials) <input type="checkbox"/> Slow to complete work, may require intermittent to ongoing monitoring to ensure completion <input type="checkbox"/> Requires periodic to regular assistance with work/paperwork in terms of care and materials (i.e., binder, desk set up, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student's needs require significant adaptations and/or some modified learning outcomes <input type="checkbox"/> Significant difficulties with receptive language <input type="checkbox"/> Significant difficulties with expressive language <input type="checkbox"/> Significant difficulties with reading decoding <input type="checkbox"/> Significant difficulties with reading comprehension <input type="checkbox"/> Significant difficulties with writing <input type="checkbox"/> Significant difficulties with mathematics <input type="checkbox"/> Variations in academic skills require significant level of support (between and/or within subject areas) <input type="checkbox"/> Requires considerable practice and ongoing support to apply learning strategies <input type="checkbox"/> Restricted to representing learning in few forms <input type="checkbox"/> Significant difficulties attending to instruction and learning activities <input type="checkbox"/> Rarely able to independently complete tasks in one or more of the academic areas <input type="checkbox"/> Substantial difficulty with organization (time, materials) <input type="checkbox"/> Unable to complete work on time unless directly assisted <input type="checkbox"/> Needs direct/regular contact regarding work/paperwork in terms of care and materials 				
		<ul style="list-style-type: none"> <input type="checkbox"/> Some file management <input type="checkbox"/> Some adaptations of curriculum in specific areas of need <input type="checkbox"/> Some smaller group instruction and/or individualized instruction in areas of academic need based on ongoing assessment <input type="checkbox"/> Provide a variety of adaptations for representing learning based on student's strengths <input type="checkbox"/> Some use of cueing/teacher redirection/preferred seating <input type="checkbox"/> Intermittent use of accommodations (for example, pre-teaching) 	<p style="text-align: center;">Examples of Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some file management and monitoring <input type="checkbox"/> Significant adaptations of curriculum in specific areas of need <input type="checkbox"/> High levels of individualized instruction in areas of need (academic, learning strategies, organization) based on ongoing assessment <input type="checkbox"/> Provide a variety of adaptations for representing learning based on student's strengths <input type="checkbox"/> Frequent use of cueing/teacher redirection/preferred seating <input type="checkbox"/> Use of accommodations (reader, scribe, computer, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily or frequent contact throughout the week <input type="checkbox"/> Significant adaptations and/or modifications of curriculum in specific areas of need <input type="checkbox"/> Intensive smaller group instruction and/or intensive individualized instruction in areas of need (academic, learning strategies, organization) based on ongoing assessment <input type="checkbox"/> Provide a variety of adaptations or modifications for representing learning based on student's strengths <input type="checkbox"/> Constant use of cueing/constant redirection/preferred seating <input type="checkbox"/> Use of accommodations (reader, scribe, computer, etc.) 			

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION	A (MILD)	B (MODERATE)	C (COMPLEX)
<p>SELF - DETERMINATION/INDEPENDENCE</p> <p>The Self-Determination Domain consists of awareness of strengths and weaknesses, ability to evaluate learning (environment, process, product), ability to solve problems and make informed and appropriate decisions.</p> <ul style="list-style-type: none"> - Understanding personal strengths and weaknesses - Ability to describe their individual learning disability - Determining preferred learning strategies and ways of demonstrating knowledge - Ability to make appropriate personal choices - Setting realistic personal goals - Ability to solve academic and social problems <p>POSSIBLE SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> - File review - Parental input - Teacher(s) - Vineland Adaptive Behavior Scales - Scales of Independent Behavior Revised (SIB-R) - Behavior Assessment System for Children (BASC) - Supports Intensity Scale (SIS) - Other 	<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Aware of and uses most areas of personal strength <input type="checkbox"/> Aware of some areas of personal weakness and some successful ways to address them <input type="checkbox"/> Functions independently in the classroom environment most of the time <input type="checkbox"/> Follows most school/class routines <input type="checkbox"/> May require some staff intervention (teacher, specialist, paraprofessional) <input type="checkbox"/> May require assistance with some activities during transitioning <input type="checkbox"/> Actively seeks assistance from staff when needed <input type="checkbox"/> Occasional difficulties adapting to new teacher(s)/educational staff <input type="checkbox"/> Some problems with academic problem solving <input type="checkbox"/> Some problems with social problem solving <input type="checkbox"/> May fail to accept personal responsibility for some academic/social difficulties <input type="checkbox"/> Occasionally discouraged with self 	<p><i>The student's level of functioning</i></p> <p><i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Some awareness of but doesn't use personal strengths <input type="checkbox"/> Aware of some areas of personal weakness but struggle with what to do to address them <input type="checkbox"/> Has difficulty functioning independently in the classroom environment <input type="checkbox"/> Occasionally follows some, but not all, school/class routines <input type="checkbox"/> Requires frequent staff intervention (teacher, specialist, paraprofessional) <input type="checkbox"/> Requires assistance frequently during transitioning <input type="checkbox"/> Occasionally seeks assistance from staff <input type="checkbox"/> Frequent difficulties adapting to new teacher(s)/educational staff <input type="checkbox"/> Frequent problems with academic problem solving <input type="checkbox"/> Frequent problems with social problem solving <input type="checkbox"/> Fails to accept personal responsibility for academic/social difficulties <input type="checkbox"/> Often personally discouraged 	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unaware of personal strength <input type="checkbox"/> Unaware of personal weakness <input type="checkbox"/> Is unable to function independently in a classroom environment <input type="checkbox"/> Frequently does not follow school or class routines <input type="checkbox"/> Requires constant staff intervention (teacher, specialist, paraprofessional) <input type="checkbox"/> Requires continuous assistance during transitioning <input type="checkbox"/> Constant problems with academic problem solving <input type="checkbox"/> May avoid seeking assistance with staff completely <input type="checkbox"/> Extreme challenges with adapting to new teacher(s)/educational staff <input type="checkbox"/> Constant problems with academic problem solving <input type="checkbox"/> Constant problems with social problem solving <input type="checkbox"/> Places blame for difficulties on external circumstances <input type="checkbox"/> Lack of "agency" or "locus of control" (does not believe she/he has any power to make change(s)) <input type="checkbox"/> Extremely discouraged with self, resulting in negative self-concept <p>Examples of Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some file management and monitoring <input type="checkbox"/> Targeted direct instruction in self-advocacy skills, academic and social problem solving skills and learning strategies <input type="checkbox"/> Support for major transitions (semester changes, staff changes) <input type="checkbox"/> Structured support to develop self-awareness/self esteem
<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily or frequent contact throughout the week <input type="checkbox"/> Intense direct instruction in self-advocacy skills, academic and social problem solving skills and learning strategies <input type="checkbox"/> Support for regular transitions (class to class, beginning and end of day) <input type="checkbox"/> Intense specialized support to develop self-awareness/self-esteem 			

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION	The student's level of functioning		
	A (MILD)	B (MODERATE)	C (COMPLEX)
<p>COGNITIVE FUNCTIONING</p> <p>The Cognitive Functioning Domain includes thinking, reasoning skills and problem solving. The ability to generalize learning.</p> <ul style="list-style-type: none"> - Higher order thinking skills - Language processing - Phonological processing - Visual-spatial processing - Processing speed - Memory - Attention - Executive functions - Motor Skills (fine and gross) <p>POSSIBLE SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> - File review - Parental input - Teacher(s) - Level C psycho-educational Assessment - Wechsler Intelligence Scale for Children (WISC) - Woodcock-Johnson Psycho-Educational Battery (WJPE)-Cognitive - The Stanford-Binet Intelligence Scale 	<p>Student exhibits mild impairments in functioning occasionally and intermittently</p> <ul style="list-style-type: none"> <input type="checkbox"/> May struggle to complete tasks and assignments <input type="checkbox"/> Minor difficulties with multi-step or complex tasks <input type="checkbox"/> Mild difficulty with problem solving, especially when dealing with abstractions <input type="checkbox"/> Processing difficulties (attention, memory, phonological processing, language processing, visual-spatial processing, processing speed and planning, etc.) that minimally impact learning <input type="checkbox"/> Some difficulty acquiring new information, making connections, generalizing <input type="checkbox"/> Inconsistent use of learning strategies <input type="checkbox"/> Some difficulty with fine motor coordination <input type="checkbox"/> Understands task/work assigned but may need cuing to get started and complete 	<p>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</p> <ul style="list-style-type: none"> <input type="checkbox"/> Often fails to complete tasks and assignments <input type="checkbox"/> Moderate difficulty with multi-step complex tasks <input type="checkbox"/> Moderate difficulty with problem solving especially when dealing with abstractions <input type="checkbox"/> Processing difficulties (attention, memory, phonological processing, language processing, visual-spatial processing, processing speed and planning etc.) that moderately impact learning <input type="checkbox"/> Moderate difficulty acquiring new information, making connections and generalizing <input type="checkbox"/> Lacks knowledge of appropriate learning strategies <input type="checkbox"/> Moderate difficulty with fine motor coordination <input type="checkbox"/> Struggles to get started and continue with task/work assigned unless teacher checks in regularly 	<p>Significant impairment of functioning occurs across multiple settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rarely completes tasks and assignments <input type="checkbox"/> Significant difficulty with multi-step or complex tasks <input type="checkbox"/> Significant difficulty with problem solving especially dealing with abstractions <input type="checkbox"/> Processing difficulties (attention, memory, phonological processing, language processing, visual-spatial processing, processing speed and planning, etc.) significantly impact learning <input type="checkbox"/> Significant difficulty acquiring new information, making connections and generalizing <input type="checkbox"/> Significant lack of learning strategies <input type="checkbox"/> Significant difficulty with fine motor coordination <input type="checkbox"/> Unable to start task/work without assistance to begin and to complete
	<p>Examples of Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some file management and monitoring <input type="checkbox"/> Adaptations to support curriculum <input type="checkbox"/> Targeted direct instruction based on ongoing assessment of skill development and instructional need <input type="checkbox"/> Ongoing instruction in compensatory strategies to support independent functioning <input type="checkbox"/> Regular specialist teacher support 	<ul style="list-style-type: none"> <input type="checkbox"/> Some file management <input type="checkbox"/> Some adaptation to support curriculum <input type="checkbox"/> Some direct instruction based on ongoing assessment of skill development and instructional need <input type="checkbox"/> Some instruction in compensatory strategies to support independent functioning <input type="checkbox"/> At times or periodically, may require specialist teacher support 	<ul style="list-style-type: none"> <input type="checkbox"/> Some file management and monitoring <input type="checkbox"/> Adaptations to support curriculum <input type="checkbox"/> Targeted direct instruction based on ongoing assessment of skill development and instructional need <input type="checkbox"/> Ongoing instruction in compensatory strategies to support independent functioning <input type="checkbox"/> Regular specialist teacher support

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION	A (MILD)	B (MODERATE)	C (COMPLEX)
<p>The Social / Emotional Domain consists of adapting and coping behaviours across environments and contexts to meet social/community expectations. Exhibit social and emotional behaviours that are acceptable and support learning.</p> <ul style="list-style-type: none"> - Social and emotional functioning - Impulse control - Mood (optimism, depression) - Anxiety - Appropriate reciprocal Social behaviour - Ability to make appropriate social choices - Setting realistic social and learning goals - Difficulties responding to routine changes <p>Possible sources of information</p> <ul style="list-style-type: none"> - File review - Parental input - Teacher(s) - Observation - Student interviews - Physician/Psychiatrist - Counsellor - Medication review - Other 	<p>Student exhibits mild impairments in functioning occasionally and intermittently</p>	<p>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</p>	<p>Significant impairment of functioning occurs across multiple settings</p>
	<p>Some difficulties with impulse control</p> <ul style="list-style-type: none"> May misinterpret emotions, moods, humour, social cues and inferences Minor levels of embarrassment, anxiety and/or worry (e.g. test results, grades, etc.) Minor frustration and/or anger due to unrealistic expectations (student, adult) and/or time required to complete school work Some feelings of failure and/or hopelessness due to exclusion from elective/choice activities or lack of any area of excellence Occasionally critical of themselves or vulnerable to perfectionism Sometimes lacks resilience to overcome challenges Tends to demonstrate immaturity (interacting with younger peers or engages in atypical play for age) Occasionally avoids risk-taking or refuse to try new tasks Sometimes demonstrates learned helplessness (dependence on others for completing tasks, etc.) Occasionally fails to respond to mild behavioural intervention (e.g. proximity, signalling, stating expectations, redirection, verbal correction, etc.) Occasionally uses inappropriate strategies as coping mechanisms Occasional difficulty relating to peers due to lack of social knowledge/skills 	<p>Ongoing moderate problems with impulse control</p> <ul style="list-style-type: none"> Occasionally misinterprets emotions, moods, humour, social cues and inferences Moderate levels of embarrassment, anxiety, and/or worry (e.g. test results, grades) Moderate frustration and/or anger due to unrealistic expectations (student, adult) and/or time required to complete school work Feelings of failure and/or hopelessness due to exclusion from elective/choice activities or lack of area of excellence Frequently critical of themselves or vulnerable to perfectionism Occasionally perseveres to complete tasks Frequently lacks resilience to overcome challenges Often demonstrates immaturity (interacting with younger peers or engages in atypical play for age) Frequently avoids risk-taking or refuses to try new tasks Often demonstrates learned helplessness (dependence on others for completing tasks, etc.) Fails to respond to mild behaviour intervention (e.g. redirection, verbal correction, proximity, etc.) Often uses inappropriate strategies as coping mechanisms Frequent difficulty relating to peers due to lack of social knowledge and/or skills 	<p>Ongoing severe problems with impulse control</p> <ul style="list-style-type: none"> Needs constant verbal/visual cueing attending to instructions and discussions Frequently misinterprets emotions, moods, humour, social cues and inferences Concrete visual supports always needed Needs supports & prompts to communicate appropriately Extreme embarrassment, anxiety and/or worry (e.g. test results, grades) Severe frustration and/or anger due to unrealistic expectations (student, adult) and/or time required to complete schoolwork Overwhelming feelings of failure and/or hopelessness due to exclusion from elective/choice activities or lack of area of excellence Constantly self critical/vulnerable to perfectionism Rarely perseveres to complete tasks Lacks resilience to overcome challenges Exclusively demonstrates immaturity (interacting with younger peers or engages in atypical play for age) Always avoids risk-taking or refuses to try new tasks Frequently demonstrates learned helplessness (dependence on others for completing tasks, etc.) High frequency of socially inappropriate behaviours (shouting, vocalizing, intruding) Fails to respond to behaviour intervention and demonstrates ongoing, continuous non-compliance/defiance Regularly uses inappropriate strategies to cope Needs timely & immediately available intervention Constant difficulty relating to peers due to lack of social skills/knowledge
	<p>Some file management</p> <ul style="list-style-type: none"> Some structuring of class routines (transition cueing, re-direction, slower paced instruction, adjustment of timelines/expectations, quiet time, etc.) Small group instruction or individualized instruction (social skills, friendship groups) intermittently throughout the year Some support for self-advocacy Teach coping strategies Promote the development of positive attachments to adults/peers 	<p>Some file management and monitoring</p> <ul style="list-style-type: none"> Consistent and structured class routines (clear schedules, routines, rules and expectations) Small group or individualized instruction on an ongoing basis throughout the year (positive attribute and social skill development, managing anger/anxiety, etc.) Frequent support for self-advocacy Referral for specialized support (paediatrician, counselling, etc.) Promote the development of positive attachments to adults/peers 	<p>Daily or frequent contact throughout the week</p> <ul style="list-style-type: none"> Intensive individualized structures/routines Unique and highly structured learning and positive behavioural support approaches Direct individualized instruction and intensive practice in most/all social situations Ongoing intensive support for self-advocacy Ongoing inter-agency involvement and/or outside treatment Promote the development of positive attachments to adults/peers