**iCARE Plan for Students**

Georgia-Cumberland Conference is working to put in place learner driven practices that help each student maximum their learning potential. At- risk students must be identified early in the school year. The **iCARE** Planprovides a way for teachers to document assessment data, to identify a brief but specific plan for addressing areas of concern, and to record parent meetings.

|  |  |  |
| --- | --- | --- |
| Time Period | Activity | Forms Needed |
| August | Begin preliminary assessment: Use  K-6 Gr. ***DIBELS***, ***Reading A-Z*** or ***Jerry Johns Inventory K-8***, ***Go Math/Big Ideas*** Beginning of Year Assessment**.** Document test scores on **Individual Student iCARE Plan.** | **iCARE** Planfor Student Progress |
| September 15 | The **School-Wide iCARE Plan for Student Progress** FORM is to be completed & sent with Principal’s Opening Report to the Office of Education.  Teacher is to complete Student i**CARE** Plan documentation for any students who is working below grade level. Document remains in a Confidential file at school. | **School-Wide iCARE Plan for Student Progress Form**  **iCARE Plan for Student Progress** |
| October Parent/Teacher Meeting | Preliminary parent contact should already have been made and documented; Formal parent contact/documentation by October | **Parent/Teacher Conference Form**  **A** |
| End of January | Progress Monitoring testing using  ***DIBELS***, ***Reading A-Z*** or ***Jerry John Inventory K-8, Go Math/Big Ideas-*** Mid-Year Assessment | Continue **iCARE Plan for Student Progress** |
| End of March Parent Teacher Meeting | Parent contact should be maintained through year, P/T Conference/ documentation required at year-end. | **Parent Teacher Contact Form B** |
| End of Year Closing Report | ***DIBELS***, ***Reading A-Z*** or ***Jerry Johns Inventory K-8, Go Math/Big Ideas*** - End of Year Assessment. Retain copy of final **iCARE Plan** in confidential file at school. | Finalize **iCARE Plan for Student Progress.** |

**Classroom Modifications and Accommodations:** A specific plan outlining any academic or behavioral modifications/accommodations being used to meet individual student needs, is to be recorded by the teacher. Use the attached checklist of common behaviors/indicators to help identify needs. A list of accommodations and modifications for students who need support is also provided. For further information & support go to National Center for Learning Disability [ncld@ncld.org](mailto:ncld@ncld.org). Please follow the time-line above for tracking student progress. A copy of the student **iCARE Plan** needs to be available for review with your Regional Education Director. **These forms are very confidential and need to be kept in a secure location at the school.**

**Student iCARE Plan**

***CONFIDENTIAL DOCUMENT***

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age\_\_\_\_\_ Grade Level \_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_\_\_\_

**iCare Plan for Student Progress**

**(Maintain in a confidential file – place in Cum Folder at end of School Year)**

|  |  |  |  |
| --- | --- | --- | --- |
| **DIBELS** | August | Mid-January | End of Year |
| LNF |  |  |  |
| PSF |  |  |  |
| NWF-CLS |  |  |  |
| ORF |  |  |  |
| RTF |  |  |  |
| WUF |  |  |  |
| **Jerry Johns** |  |  |  |
| Word Recognition |  |  |  |
| Comprehension |  |  |  |
| Reading Rate |  |  |  |
| **Reading A-Z** |  |  |  |
| Phonological  Awareness |  |  |  |
| Phonics |  |  |  |
| High-Frequency |  |  |  |
| Fluency |  |  |  |
| **Go Math** Gr 1-6 |  |  |  |
| **Big Ideas** Gr 6-8 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Dates reviewed by GCC Office |  |  |  |

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Recommendations for next school year: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Teacher Conference – Form A**

**CONFIDENTIAL DOCUMENT**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_Grade \_\_\_\_\_\_

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_\_

**Discussion members Present** (Signatures Required)

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**Area(s) of Strength** (Be specific)

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**Area(s) of Concern** (Be specific)

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**Recommendations for Modifications and Accommodations**

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**Parent/Teacher Conference – Form B**

(To be used for any additional conferences with parents)

**CONFIDENTIAL DOCUMENT**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_Grade \_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year\_\_\_\_\_\_

**Discussion members Present** (Signatures Required)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Area(s) of Strength/Growth** (Be Specific)

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**Area(s) of Concern** (Be specific)

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**Recommendations for Modifications and Accommodations**

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**School-Wide List of Students Needing Specific Support**

Please submit this document listing all students who have an **IEP**, **iCARE Plan,** or are **ELL** (English Language Learners). **DUE September 15** – To be review with Regional Education Director

**CONFIDENTIAL DOCUMENT**

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Student Name/Support Plan in Place** | **Teacher Name** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |

**Common Indicators of Learning Concerns**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_ Gr \_\_\_\_\_\_\_\_\_\_

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_

**Difficulties with Language, Spelling, and Writing**

|  |  |  |
| --- | --- | --- |
| **Please Check Concern** | **Common Signs** | **Date Noted** |
|  | Difficulties speaking – enunciation |  |
|  | Difficulties learning letters and their sounds |  |
|  | Organizing written and spoken language |  |
|  | Reading quickly enough to comprehend |  |
|  | Persisting with and comprehending longer reading assignments |  |
|  | Spelling |  |
|  | Correctly doing math operations |  |
|  | Tight awkward pencil grip and body position |  |
|  | Illegible handwriting |  |
|  | Avoids writing, coloring, or drawing tasks |  |
|  | Tires quickly while writing |  |
|  | Saying words out loud while writing |  |
|  | Unfinished or omitted words in sentence |  |
|  | Difficulty organizing syntax structure and grammar |  |
|  | Large gap between written ideas and understanding demonstrated through speech |  |

**Difficulties with Math**

|  |  |  |
| --- | --- | --- |
| **Please Check Concern** | **Common Signs** | **Date Noted** |
|  | Good at speaking, reading and writing, but slow to develop counting and math problem-solving skills |  |
|  | Good memory for printed words, but difficulty reading numbers, or recalling numbers in sequence |  |
|  | Good with general math concepts, but frustrated when specific computation and organization skills need to be used |  |
|  | Trouble with the concept of time-chronically late, difficulty remembering schedules, trouble with approximating how long something will take |  |
|  | Memorizing number facts |  |
|  | Poor sense of direction, easily disoriented and easily confused by changes in routine |  |
|  | Poor long term memory of concepts-can do math functions one day, but is unable to repeat them the next day |  |
|  | Poor mental math ability-trouble estimating grocery costs or counting days until vacation |  |
|  | Difficulty playing strategy games like chess, bridge or role-playing video games |  |
|  | Difficulty keeping score when playing board and card games |  |

**Social Development and Behaviors**

|  |  |  |
| --- | --- | --- |
| **Please Check Concern** | **Common Signs** | **Date Noted** |
|  | Difficulty making friends |  |
|  | Difficulty with transitions |  |
|  | Poor eye contact |  |
|  | Poor personal boundaries |  |
|  | Poor impulse control |  |
|  | Engages in self-harm |  |
|  | Destroys school property |  |
|  | Lack of remorse |  |
|  | Separation anxiety when parent drops child off at school (e.g. has difficulty separating from parent) |  |
|  | Talks and visits with other students when not appropriate |  |
|  | Poor frustration tolerance |  |
|  | Shuts down and gives up easily |  |
|  | Toileting accidents (e.g. soils clothes) |  |
|  | Fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities |  |
|  | Difficulty sustaining attention in tasks or play activities |  |
|  | Does not follow through on instructions and fails to finish schoolwork, chores, or duties |  |
|  | Difficulty organizing tasks and activities |  |
|  | Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g. schoolwork or homework) |  |
|  | Loses things necessary for tasks or activities at school or at home (e.g. toys, pencils, books, assignments) |  |
|  | Easily distracted by extraneous stimuli |  |
|  | Forgetful in daily activities |  |
|  | Fidgets with hands or feet or squirms in seat |  |
|  | Leaves seat in classroom when remaining seated is expected |  |
|  | Restless; moving constantly - runs or climbs excessively in situations in which inappropriate |  |
|  | Difficulty playing or engaging in activities quietly |  |
|  | Talks excessively |  |
|  | ‘On the go’ or acts as if driven by a motor |  |
|  | Difficulty awaiting turn in games or group situations |  |
|  | Blurts out answers to questions before they have been completed |  |
|  | Interrupts or intrudes on others (e.g. butts into other children’s games or conversations) |  |

**Accommodations and Modifications for Support**

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gr\_\_\_\_\_

Teacher Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**General Accommodations**

|  |  |  |
| --- | --- | --- |
| **Please Check Support** | **Accommodations** | **Date Noted** |
|  | Large print textbooks |  |
|  | Textbooks for at home use |  |
|  | Additional time for assignments |  |
|  | Books on tape |  |
|  | Graphic organizers |  |
|  | Quiet place to calm down and relax when anxious |  |
|  | Rest breaks |  |
|  | Reduction of distractions |  |
|  | Use of mnemonics |  |
|  | Provision of notes or outlines |  |
|  | Concrete examples |  |
|  | Follow a routine or schedule |  |
|  | Alternate quiet and active time |  |
|  | Teach time management skills |  |
|  | Assistance in keeping uncluttered space |  |
|  | Verbal and visual cues for staying on task |  |
|  | Adjusted assignment timelines |  |
|  | Visual daily schedule |  |
|  | Varied reinforcement procedures |  |
|  | Immediate feedback |  |
|  | Use of computers and calculators |  |
|  | Review directions |  |
|  | Preferential seating |  |
|  | Review sessions over material learned |  |
|  | Hands-on activities |  |
|  | Use of manipulatives |  |
|  | Adaptive writing utensils |  |
|  | No penalty for sloppy handwriting |  |
|  | Support auditory presentation with visuals |  |
|  | Weekly home and school conferences with parents |  |
|  | Peer or scribe note-taking |  |
|  | Space for movement or breaks |  |
|  | Lab and math sheets with highlighted instructions |  |

**Academic Accommodations**

|  |  |  |
| --- | --- | --- |
| **Please Check Support** | **Accommodations** | **Date Noted** |
|  | Read test and directions to student |  |
|  | Additional time for projects or tests |  |
|  | Untimed test |  |
|  | Use of calculator or word processor |  |
|  | Highlight directions |  |
|  | Pace long term projects |  |
|  | Open book or open note test |  |
|  | Frequent rest breaks |  |
|  | Oral testing |  |
|  | Test in alternate site |  |
|  | Extra credit option |  |
|  | Choice of test format |  |
|  | Accept short answers |  |
|  | Simplified test wording |  |

**General Modifications**

|  |  |  |
| --- | --- | --- |
| **Please Check for Support** | **Modifications** | **Date Noted** |
|  | Allow outlining instead of writing for an essay or major project |  |
|  | Computerized spell-check support |  |
|  | Word bank of choices for answers to test question |  |
|  | Reword questions in simpler language |  |
|  | Projects instead of written reports |  |
|  | Use of alternative books or materials on the topic being studied |  |
|  | Modified workload or length of assignments or test |  |
|  | Modified time demands |  |
|  | Provisions of calculators and/or number line for math test |  |

**Behavioral Modifications**

|  |  |  |
| --- | --- | --- |
| **Please Check for Support** | **Modifications** | **Date Noted** |
|  | Breaks between tasks |  |
|  | Cue expected behavior |  |
|  | Frequent feedback to student |  |
|  | Have contingency plans |  |
|  | Use de-escalating strategies |  |
|  | Use positive reinforcement |  |
|  | Use proximity |  |
|  | Use peer supports and mentoring |  |
|  | Model expected behavior |  |
|  | Have parent review & sign homework |  |
|  | Daily behavior chart – parent reviews & signs (e.g. smiley face, neutral face, and frown face –circle one with space to write brief comment that is sent home each day from teacher to parent – can have one set of faces for morning and one for afternoon) |  |
|  | Set and post class rules |  |
|  | Chart progress and maintain data |  |
|  | Develop a behavioral contract |  |
|  | Preferential seating |  |
|  | Use of stability balls or seat cushions allowing movement |  |
|  | Use of “screen” around child to minimize distractions |  |
|  | Allow child to use earphones or take tests in a quiet part of classroom or different room |  |
|  | Cue cards on child’s desk as reminder of specific agreed upon coping skills (e.g. deep breaths, count to 10, talk to self) to help child de-escalate when frustrated or upset |  |
|  | Allow child a chance to take a break to calm down in quiet agreed upon corner of classroom or in the hallway (if supervised) |  |
|  | Assign child as line-leader or other similar “leader or helper” tasks to assist with transitions to and from classroom |  |
|  | Assign older or peer “buddy” student as peer mentor and model for unstructured time (e.g. at recess or lunch) |  |
|  | Allow child to “run” off energy without scolding (e.g. run around the playground) |  |
|  | Find other alternative consequences to the traditional loss of recess (e.g. do exercises or run the mile while other students are playing the group game) |  |

**Keep in mind:**

* Most behavioral problems are indications of a frustrated child –look for the reason
* A child’s body is designed by God to MOVE, and while all children need frequent opportunities to move about, many children who struggle with learning need more frequent brain breaks. Children “zone out” because their brain needs a small rest. Especially with younger students, active learning = positive engagement.
* No child wants to feel “different”. Quietly modify work or assist the child who needs to regain control. Make the quiet spot a place for any student to go…if they “need a moment”.
* Actively teach children strategies for dealing with frustration, anger, and stress
* Avoid taking away recess time for work not completed
* Look for ways to modify traditional paper pencil tasks – i.e. write spelling words 10 times, copy definitions from dictionary, etc. ASK: Am I managing behavior with paperwork tasks? Instead, teach students how to collaborate, to do partner sharing, use white boards for quick response, do projects, have students jump rope or bounce a ball while learning math facts or spelling words. Think MOVEMENT!
* Be positive…give students frequent verbal and facial indications of success. Avoid saying “that’s wrong”, or “do it over” instead say: “let’s try another one”.
* Learn to “read” your students…this allows you to intervene or move a child to a different task before meltdown, full-fledged anger episode, or shut-down.
* Remember that all children want to be successful, but for some, the task is too great and they lose their ability to cope. Identify those students; work to specifically enable their success.
* Notice the quiet girl that is struggling…girls tend to overcompensate and often have specific learning needs that are overlooked. Notice the boys that are always “in trouble”; can’t sit still, can’t focus, “busy” doing everything but what they’ve been asked to do. Listen to yourself…if you are calling their name frequently, constantly redirecting, tempted to make them finish work during recess; stop and look for the REAL reason behind the behavior and try some different strategies. There are many, very bright children in our classrooms, who learn differently. It’s our job to help them be successful.
* Don’t wait…involve parents! Be proactive; bring parents up to speed on their child’s progress early in the school year. Become knowledgeable by reading, attending seminars that help you understand more about working with children who have challenges with learning. Gently educate, and learn from and with the child’s parents.
* Document – your observations, strategies tried, modifications made, and conversations with parents; this is invaluable when you refer students for more formal assessment.
* Recognize when you have reached your limit; seek other professional help for the student.
* Enjoy the positive steps forward that every student makes in your classroom. Celebrate those successes in a genuine and specific way.

NCLB started a movement that has changed the way we “do” education. There are positives and negatives to the NCLB focus. Our goal should focus on maximizing each child’s opportunity for success by addressing the needs of the whole child; spiritually, mentally, physically and socially. Adventist Educators know that we have the highest of responsibility and greatest joy. We are privileged to prepare children for the kingdom of heaven and for living well in this world. We will do that by seeking to fill in gaps in learning, by moving forward to meet established standards and goals…but most importantly, by NEVER losing sight of the individual child.