

**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)
ACADEMIC	<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) 	The student's level of functioning		
		<i>Student exhibits mild impairments in functioning occasionally and intermittently</i>	<i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i>	<i>Significant impairment of functioning occurs across multiple settings</i>
		<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
		Examples of Supports		
<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) 	<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 smaller group instruction and/or 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)
SELF - DETERMINATION/INDEPENDENCE	<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 	The student's level of functioning		
		<i>Student exhibits mild impairments in functioning occasionally and intermittently</i>	<i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i>	<i>Significant impairment of functioning occurs across multiple settings</i>
		<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	<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	<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
		Examples of Supports		
<input type="checkbox"/> Some file management <input type="checkbox"/> Instruction in self-advocacy skills, academic and social problem solving skills and learning strategies <input type="checkbox"/> Support for significant transitions (school to school, school to community) <input type="checkbox"/> Some structured support to develop self-awareness/self esteem	<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	<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		A (MILD)	B (MODERATE)	C (COMPLEX)
COGNITIVE FUNCTIONING	<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 (WJPB)-Cognitive - The Stanford-Binet Intelligence Scale 	The student's level of functioning		
		<i>Student exhibits mild impairments in functioning occasionally and intermittently</i>	<i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i>	<i>Significant impairment of functioning occurs across multiple settings</i>
		<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 	<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 	<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
		Examples of Supports		
<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 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily or frequent contact throughout the week <input type="checkbox"/> Adaptations and/or modifications are highly individualized <input type="checkbox"/> Intense direct instruction based on ongoing assessment of skill development and instructional need <input type="checkbox"/> Individualization of learning outcomes <input type="checkbox"/> Ongoing specialist teacher support integrated with classroom practice 		

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
SOCIAL/EMOTIONAL	<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 	The student's level of functioning		
		<i>Student exhibits mild impairments in functioning occasionally and intermittently</i>	<i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i>	<i>Significant impairment of functioning occurs across multiple settings</i>
		<input type="checkbox"/> Some difficulties with impulse control <input type="checkbox"/> May misinterpret emotions, moods, humour, social cues and inferences <input type="checkbox"/> Minor levels of embarrassment, anxiety and/or worry (e.g. test results, grades, etc.) <input type="checkbox"/> Minor frustration and/or anger due to unrealistic expectations (student, adult) and/or time required to complete school work <input type="checkbox"/> Some feelings of failure and/or hopelessness due to exclusion from elective/choice activities or lack of any area of excellence <input type="checkbox"/> Occasionally critical of themselves or vulnerable to perfectionism <input type="checkbox"/> Sometimes lacks resilience to overcome challenges <input type="checkbox"/> Tends to demonstrate immaturity (interacting with younger peers or engages in atypical play for age) <input type="checkbox"/> Occasionally avoids risk-taking or refuse to try new tasks <input type="checkbox"/> Sometimes demonstrates learned helplessness (dependence on others for completing tasks, etc.) <input type="checkbox"/> Occasionally fails to respond to mild behavioural intervention (e.g. proximity, signalling, stating expectations, redirection, verbal correction, etc.) <input type="checkbox"/> Occasionally uses inappropriate strategies as coping mechanisms <input type="checkbox"/> Occasional difficulty relating to peers due to lack of social knowledge/skills	<input type="checkbox"/> Ongoing moderate problems with impulse control <input type="checkbox"/> Occasionally misinterprets emotions, moods, humour, social cues and inferences <input type="checkbox"/> Moderate levels of embarrassment, anxiety, and/or worry (e.g. test results, grades) <input type="checkbox"/> Moderate frustration and/or anger due to unrealistic expectations (student, adult) and/or time required to complete school work <input type="checkbox"/> Feelings of failure and/or hopelessness due to exclusion from elective/choice activities or lack of area of excellence <input type="checkbox"/> Frequently critical of themselves or vulnerable to perfectionism <input type="checkbox"/> Occasionally perseveres to complete tasks <input type="checkbox"/> Frequently lacks resilience to overcome challenges <input type="checkbox"/> Often demonstrates immaturity (interacting with younger peers or engages in atypical play for age) <input type="checkbox"/> Frequently avoids risk-taking or refuses to try new tasks <input type="checkbox"/> Often demonstrates learned helplessness (dependence on others for completing tasks, etc.) <input type="checkbox"/> Fails to respond to mild behaviour intervention (e.g. redirection, verbal correction, proximity, etc.) <input type="checkbox"/> Often uses inappropriate strategies as coping mechanisms <input type="checkbox"/> Frequent difficulty relating to peers due to lack of social knowledge and/or skills	<input type="checkbox"/> Ongoing severe problems with impulse control <input type="checkbox"/> Needs constant verbal/visual cueing attending to instructions and discussions <input type="checkbox"/> Frequently misinterprets emotions, moods, humour, social cues and inferences <input type="checkbox"/> Concrete visual supports always needed <input type="checkbox"/> Needs supports & prompts to communicate appropriately <input type="checkbox"/> Extreme embarrassment, anxiety and/or worry (e.g. test results, grades) <input type="checkbox"/> Severe frustration and/or anger due to unrealistic expectations (student, adult) and/or time required to complete schoolwork <input type="checkbox"/> Overwhelming feelings of failure and/or hopelessness due to exclusion from elective/choice activities or lack of area of excellence <input type="checkbox"/> Constantly self critical/vulnerable to perfectionism <input type="checkbox"/> Rarely perseveres to complete tasks <input type="checkbox"/> Lacks resilience to overcome challenges <input type="checkbox"/> Exclusively demonstrates immaturity (interacting with younger peers or engages in atypical play for age) <input type="checkbox"/> Always avoids risk-taking or refuses to try new tasks <input type="checkbox"/> Frequently demonstrates learned helplessness (dependence on others for completing tasks, etc.) <input type="checkbox"/> High frequency of socially inappropriate behaviours (shouting, vocalizing, intruding) <input type="checkbox"/> Fails to respond to behaviour intervention and demonstrates ongoing, continuous non-compliance/defiance <input type="checkbox"/> Regularly uses inappropriate strategies to cope <input type="checkbox"/> Needs timely & immediately available intervention <input type="checkbox"/> Constant difficulty relating to peers due to lack of social skills/knowledge
		Examples of Supports		
<input type="checkbox"/> Some file management <input type="checkbox"/> Some structuring of class routines (transition cueing, re-direction, slower paced instruction, adjustment of timelines/expectations, quiet time, etc.) <input type="checkbox"/> Small group instruction or individualized instruction (social skills, friendship groups) intermittently throughout the year <input type="checkbox"/> Some support for self-advocacy <input type="checkbox"/> Teach coping strategies <input type="checkbox"/> Promote the development of positive attachments to adults/peers	<input type="checkbox"/> Some file management and monitoring <input type="checkbox"/> Consistent and structured class routines (clear schedules, routines, rules and expectations) <input type="checkbox"/> Small group or individualized instruction on an ongoing basis throughout the year (positive attribute and social skill development, managing anger/anxiety, etc.) <input type="checkbox"/> Frequent support for self-advocacy <input type="checkbox"/> Referral for specialized support (paediatrician, counselling, etc.) <input type="checkbox"/> Promote the development of positive attachments to adults/peers	<input type="checkbox"/> Daily or frequent contact throughout the week <input type="checkbox"/> Intensive individualized structures/routines <input type="checkbox"/> Unique and highly structured learning and positive behavioural support approaches <input type="checkbox"/> Direct individualized instruction and intensive practice in most/all social situations <input type="checkbox"/> Ongoing intensive support for self-advocacy <input type="checkbox"/> Ongoing inter-agency involvement and/or outside treatment <input type="checkbox"/> Promote the development of positive attachments to adults/peers		