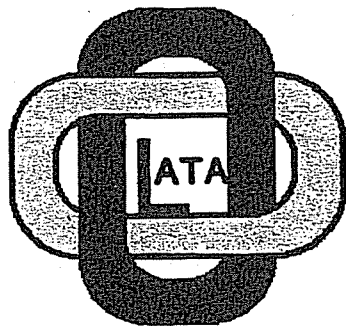


LEARNING ASSISTANCE

The Vital Link

HANDBOOK



**British Columbia
Learning Assistance
Teachers Association**

FORWARD

Learning Assistance Teachers believe that all students must be given the opportunity to be the best they can be. Learning Assistance teachers play a vital role in this mission. We have developed this manual as a guide to Learning Assistance teachers in their quest to give every student the opportunity to succeed. It has been designed as a guide, not as a mandate. It is hoped that experienced L.A.T.'s will find new ideas and confirmation of what they are doing and new L.A.Ts will find it useful as a resource and will look to it for guidance.

The role of a Learning Assistance Teacher is multi-faceted. This handbook has attempted to outline the complex tasks and responsibilities of the job. It includes suggestions for such things as time frames, clientele, service delivery options, assessment, reporting, and record keeping, etc. It is by no means comprehensive, as the job of the Learning Assistance Teacher is intricate and ever changing. This handbook should be regarded as a work in progress.

This Manual was created collaboratively by the executive of the **Learning Assistance Teacher's Association (LATA)**.

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Sincere appreciation is extended to the committee members from Delta School District #37 who created the original document from which this final version was adapted:

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This manual is a compilation of ideas, strategies and resources from various sources. We could not publish this wide range of information without the generous contributions of educators from around the province who are interested in the welfare of "learning-different" children. It is our intent to give full credit to the original author or source of each strategy, topic or document. When the author is unknown, this is stated. We sincerely regret any inadvertently missed acknowledgments. If we are made aware of the source, we will gladly make note of it in our next printing.

The LATA executive would like to thank Gladys Rosencrans for her time and insights in the preparation of this handbook. We want to thank her for the collegial discussions and her patience as editor to bring this project to a successful conclusion.

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GUIDING PRINCIPLES FOR LEARNING ASSISTANCE TEACHERS

Notes

LATA supports the principle of inclusion adopted in British Columbia schools, which supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education. (*Manual of Policies Procedures and Guidelines Special Education Services of B.C.*). We believe that by working together with parents and the community we can give all students the best opportunities to reach their personal potential.

As Learning Assistance Teachers we believe that all students should have the opportunity to:

- become more independent, resourceful learners
- realize their potential
- have their individual learning needs met
- learn to set realistic goals and work toward them
- develop effective learning strategies that enable them to adapt to various learning situations
- feel successful with minimum frustration
- develop increasing confidence
- develop the belief that they can succeed and learn



Notes

ROLES AND RESPONSIBILITIES OF THE LEARNING ASSISTANCE TEACHER

Definition:

Learning Assistance is a school based, non-categorical service designed to support teachers and their students. Clientele may embody the full range of diversity, ranging from mild to moderate learning and adjustment needs. In smaller districts, this could embrace students with both low and high incidence disabilities, depending on the number of students and the number of specialists the district is able to hire. (Manual of Policies Procedures and Guidelines Special Education Services of B.C.).

Assisting students in a successful school career requires a wide variety of support strategies including:

Collaborative and Consultative Planning

- With classroom teacher to plan for, organize and access support services for students with learning and adjustment difficulties
- With school or itinerant support staff to develop I.E.P. and develop instructional strategies and appropriate educational environments
- With district personnel
- During placement meetings
- Consultation with teachers about where instruction takes place to best meet student needs and instructional goals
- Consultation with parents regarding student learning needs
- Evaluation of student progress in collaboration with teachers
- Coordinate School Based Team meetings

Instruction

- Teach students to develop learning strategies for use in classroom settings for independent learning
- Skill development
- Development of compensatory skills to minimize the effect of a disabling condition on learning

Assessment

- Formally and informally assess students for program design
- Synthesize information from parents, classroom teachers, student records, other service providers and health-related information to aid the assessment process
- In-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies.

Reporting

- 3 Formal written and 2 informal reports to parents
- Informal reports may include conferences, telephone conversations, notes, etc. (*Ministry Guidelines for Student Reporting*)

Qualifications

LATA supports the following qualifications as outlined in the Ministry Special Education Policies and Procedures Manual:

- Strong interpersonal, communication and collaborative skills
- Expertise in a wide range of teaching and management strategies
- Knowledge of methods for evaluating and selecting instructional materials suitable for students with a variety of special needs
- Ability to carry out a variety of assessments, including classroom observation, administration and interpretation of norm-referenced assessment instruments to curriculum-based assessment and diagnostic teaching methods
- Ability to contribute to the development, implementation, and evaluation of an IEP in consultation with classroom teacher(s), parents, students and district and community resource personnel
- Broad knowledge of B.C. Curriculum

As well, LATA strongly suggests that we work toward:

- all LAT's having a minimum of two full credit courses in Learning Assistance
- all LAT's new to the position having a two-year graduate diploma in Learning Assistance
- comprehensive inservice support be available to all teachers. Such opportunities are critical to keeping up with changes in education.

Notes

Notes

LEARNING ASSISTANCE CLIENT GROUP**Students supported by Learning Assistance**

Support for students will range from brief assessment to consultation or collaborative planning to direct service.

- Learning and adjustment difficulties
- Mild, moderate and severe learning disabled
- Students not yet within expectations in literacy and numeracy
- Gifted (usually through IEP development)
- E.S.L students who are experiencing learning difficulties beyond what would usually be expected in acquiring a second language. *(E.S.L. background does not preclude a student from receiving L.A. service. Some students may require both)*
- Learning issues are generally the primary difficulty, although behaviour may be a concern as well. Individual decisions may need to be a School-based Team decision to deploy resources. Flexible schedules may be needed to accommodate individual differences around behaviour.

Research indicates that retention is likely to increase the number of students who are inappropriately identified as having disabilities – especially learning disabilities.

CEC – Division for Learning Disabilities. Winter 1999

Establishing priority of students to be on caseload:

Referrals for student support often exceed the available time and it becomes necessary to make priority decisions. Many factors need to be considered in establishing a caseload. These would include, but not be limited to:

- Needs of the individual students (varies from school to school and year to year)
- Current caseload and schedule which should be flexible and subject to review and alteration depending on the changing needs of the student population
- Early intense intervention is a factor in setting priorities
- The children who are the farthest behind age level expectations.
- In the primary grades a focus on literacy skills instruction is usually a priority
- L.A./T.A. time available
- Classroom teachers input into intensity of intervention
- Prioritizing is based on level of needs in relation to their peer group
- Students who are receiving support from itinerant staff may be seen as a lower priority for L.A. caseload, depending on how students listed on the Ministry (1701) form are serviced. If specialists are not available, the responsibility often falls on the LAT.
- In secondary, students with behavioural and/or social/emotional concerns may become more of a priority

The caseload number may vary depending on factors such as the following:

- The type of service required. E.g. assessment, consultation, collaborative planning, course support, direct instruction.
- The numbers of students in each group or block will vary depending on several factors such as the needs of the students, adult availability and the instructional focus of the support session.
- School based decisions about service delivery model for L.A.
- The number/intensity of need of L.D. students, which may vary from year to year.
- School based decisions about how to distribute L.A. time across the grades and between classrooms (based on student need).

Typical Caseload Numbers

Any student receiving 25 or more hours of support beyond the classroom level requires an IEP. Some children will be receiving more assistance than others, depending on his/her needs.

The following are *guidelines only*, representing averages that are found in many schools or classes. The actual numbers will vary according to the specific situations. The number of students working in each group will be determined by the level of need of the individuals or groups of students. The type of support provided will significantly influence the makeup of the groups, as well as the number of teachers and Teacher Assistants available. Groupings are often flexible and could, at times, include students who have come to the Learning Centre for scheduled or unscheduled test or exam support, emotional support or respite and other 'drop-in' occasions. As an example, for a district of about 20,000 such as Delta SD #37, students, the following guidelines might apply:

- A full time elementary L.A. teacher could expect to work with an *average* from 30 - 40 students in a variety of groupings, both in class and pull-out.
- In secondary L.A., a typical caseload of 50-70 students would result in groups with an *average* range of 8-12 per block.
- In secondary L.D programs, a full time teacher could expect to work with 20-25 students, *averaging* about 3-6 students per block.

LATA suggests that, with the changes evident in education today, the current caseload ratio of 1 LAT to 396 students is outdated and inadequate. Factors such as the increased inclusion, the number of students with handicaps in the classroom, transience, family break-ups, multicultural residents, early intervention and greater support required for students in low-incidence categories have impacted negatively on the service available to LA students.

LEARNING ASSISTANCE TIMELINE

OCTOBER

- Start collaborative planning for IEPs
- Schedule IEP meetings

SEPTEMBER

- Start-up activities
 - Review classes built in June
 - Assessment of new students
 - Ministry reporting (Sept. 30th deadline)
 - Documentation for newly identified students
 - Student review/grade meetings
 - Class screening
 - Program planning
 - Scheduling Teacher Assistants
 - Prioritize students to receive service in collaboration with classroom teachers and/or SBT
 - Start working with core caseload
 - Openhouse activities/meet parents

NOVEMBER

- IEP collaboration meetings
- Assessment for reporting
- Send IEP home and/or conference with parents
- Report writing
- IEPs completed by 1st reporting period
- Place copy in cumulative file

ONGOING

- Assessment of students
- Program planning and review
- Scheduling Teacher Assistants
- Re-prioritize caseload and/or reschedule
- Consultation with teachers re student progress in class
- SBT meetings
- Assessment for transition
- IEP development
- Nomination/Identification of special needs students

DECEMBER

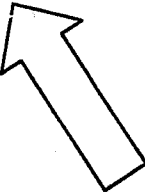
- Report cards home
- Parent/teacher conferences

JANUARY

- Semester 1 ends
- Reporting period for semestered schools
- Planning, assessment for grade 7/8, 10/11, 11/12 transition

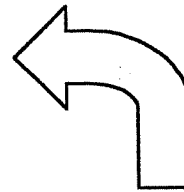
JUNE

- Report card writing
- File final IEP
- Formalized assessment results noted in student file
- Organize students into classes for Sept.



MAY

- Year-end assessment
- Review lists of identified Special Needs students
- IEP reviews
- Continue Transition planning



APRIL

- Continue transition planning

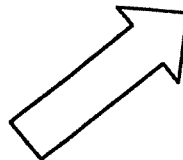


MARCH

- Report cards #2 home
- Parent teacher conferences

FEBRUARY

- Transition planning begins
- Course selection
- Report card assessment
- IEP review meetings
- Parent/teacher interviews
- Intake/Transition Assessment



WHEN A STUDENT NEEDS ASSISTANCE

The teacher notices that a student is struggling.

◆ **Observations are discussed with the parents.**

Information is gathered (observations, parents, files, etc.)

- ◆ Informal, classroom-based assessment
- ◆ Classroom-based adaptations are planned
- ◆ Have hearing and vision checked

The adaptations work

- ◆ No further action required except continued monitoring

The adaptations do not solve the difficulty.

- ◆ Additional assessment and intervention is required..
- ◆ Assistance in planning intervention is requested
- ◆ Referral is made to access resources outside the classroom

School-based Resources
This may vary from district to district

- ◆ Learning Assistance Teacher
- ◆ School counsellor
- ◆ Mainstream Support Teacher
- ◆ ESL Teacher
- ◆ School-based Team

District-based Resources
This may vary from district to district

- ◆ Speech-Language Pathologist
- ◆ Special Programs Itinerants (vision, hearing, occupational/physio therapy)
- ◆ School Psychologist
- ◆ Behaviour Outreach
- ◆ Special Programs Coordinator

Community-based Resources:

- ◆ Social Services
- ◆ Mental Health
- ◆ Medical Profession

An IEP is developed

- ◆ One teacher is designated as IEP coordinator.
- ◆ The coordinator could be the classroom teacher, the Learning Assistance Teacher, or other personnel as appropriate.

An Integrated Case Management Plan (ICMP) is created.

- ◆ This plan coordinates the efforts of all personnel involved with the student.

THE DECISION MAKING PROCESS: A Shared Approach

Notes

Planning support for students is a weighty task and has far-reaching implications. However, the LAT is not alone in the responsibility. Because there are so many factors that impact the options, decisions should be made by the team of people working with the student. The following are a variety of team formations that may be appropriate for specific students in specific situations.

INTER-MINISTERIAL CASE MANAGEMENT TEAMS (ICMT)

“Some students with special needs may require programs and services not usually provided to other students. Schools and school districts should organize themselves to provide educational programs and services to students with special needs. This includes planning with other ministries and community agencies where necessary. Many of the services required to support students with special needs are available through community-based agencies or other ministries through inter-ministerial protocol agreements.” (*Special Education Services: A Manual of Policies, Procedures and Guidelines*) When such integrated planning is necessary a meeting involving a variety of ministries or community-based agencies may be called by any of the groups. The goal of the meeting will be to come to a shared understanding of the needs of the student and to develop an integrated plan of action. The action plan would become part of the student’s IEP. A recording form for an ICMP is included in the Appendices on page .

SCHOOL BASED TEAM (SBT)

“All schools should have formal problem-solving units, such as School-based Teams, to plan and coordinate available support services for these students and to assist teachers in developing effective strategies.” (*Special Education Services: A Manual of Policies, Procedures and Guidelines*)

School-Based Teams (SBTs) are groups of professionals working together to problem-solve and coordinate support for classroom teachers. Teachers may come to the team to develop a better understanding of a challenging student, to clarify and prioritize desired outcomes, to brainstorm possibilities, select options and to develop a collaborative action plan. The structure of the team and the meeting process will determine the success in meeting this goal.

“It is the responsibility of the SBT to establish procedures for reviewing achievement and attainment of specific goals...”

“As teams of people work together to make decisions at the school level, school-based teams become more important.”

(Barbara Hoskins, *Developing Inclusive Schools* (1995))

Notes

If the SBT is concerned that the student's individualized goals are not being attained, the team, in consultation with the teachers and parents will plan and implement program changes" (*Every Administrator's Guide to Special Education*)

SBTs are composed of a small group of regular members, usually including *an administrative officer, a learning assistance or resource teacher, a classroom teacher and a counsellor*. On a case by case basis they would also include: *the child's classroom teacher, parents/guardians, the student (if willing and/or able) district resource staff, representatives from community or ministry agencies*.

When used as problem solving units, SBTs play an important part in planning for student success. They provide the best possible options for students because they optimize diverse thinking and utilize the whole school resources. They play a vital role in clarifying general school learning goals, setting priorities and identifying a cohesive, efficient service delivery model that maximizes the effectiveness of the school's resources. The SBT also provides support for the team members in the decision making process. Setting priorities is a necessary evil in our reality of ever-shrinking resources. Team input into difficult decisions make them more justifiable than solitary decisions.

School-based Teams should provide both classroom teachers and support teachers with immediate assistance so they do not have to deal with unfamiliar and challenging situations alone. They should be accessed for:

- consultation on classroom strategies
- coordination of services for students
- additional services
- coordination of school-based services (LAT, ESL, Counselling, etc.)
- problem-solving, student review, referral and liaison with ancillary staff and other agencies

Learning Assistance Teachers play an integral part on the SBT. LATs usually help to organize, maintain and integrate services in the school, providing the link between the school and support services available at the district level. Their knowledge and expertise is germane to reviewing student needs and problem solving. They may or may not chair the SBT meetings.

Team Meetings

The SBT meets for a variety of purposes throughout the year. Meetings are held to address both school and individual student goals and issues. Teams

Notes

often meet at the beginning or end of the school year to explore the strengths and challenges of the current student population and to set school goals and plan how best to meet these goals as a team. They meet on a regular, ongoing basis to plan support for specific students. Options for service delivery models would emerge from these meetings.

Meetings should be scheduled at times when teachers can be freed up to attend, and should have a formal recording process to ensure that the results of the meeting are accomplished. A workable time frame is approximately 30 minutes per student. An effective SBT focuses on problem-solving including:

- clarification of problem(s)
- brainstorming of possible solutions
- clarification and prioritization of brainstormed solutions
- selection of possible solutions by classroom teacher
- implementation plan and
- follow-up meeting time

Sample recording forms and meeting structures that will facilitate effectual team meetings have been included in the appendices. They should be adapted to meet the unique needs of each team.

Student Review Meetings

Besides meeting to plan for individual student needs, SB Teams often meet on a regular basis to discuss and review groups or classes. Periodic, scheduled student review meetings facilitate the collaboration of school principal, learning assistance teachers, classroom teachers and other support staff. The strong advantage is that the principal and staff members work together to become informed about the strengths and needs of all students' in the group and are able to share the decision making to best meet the needs of the class or group. General review meetings most often take place at the beginning and/or end of the school year.

Year-end Review Meetings:

Opportunities may be created for teachers to meet together to share information about students who, in their judgement, will require special services in September.

- This information may be collected using a form which is circulated to classroom teachers in the Spring. The LAT gathers these forms and collates the information for consideration during the September meeting.
- Alternately, meetings could be arranged where the classroom teacher meets with the principal, LAT and other team members.

Some teams design these (review/preview) meetings to be descriptive of, not only individual students, but the context of the classroom where these students (with special needs) spend their day.

Faye Brownlie, Judith King
Learning in Safe Schools.

Notes

Working through a class list, the teacher nominates the students for services according to the following categories: IEP, learning assistance, E.S.L. speech & language, psychoeducational assessment, counselling, behaviour outreach, gifted. This information is passed along to the classroom teacher in the Fall.

As a strategy to increase efficiency, the information on these lists may be entered on a database which may be transferred to new class lists generated in the Fall.

September Preview Meetings:

In September, meetings are often scheduled to enable each classroom teacher to meet with the school-based support personnel to share information about the current class. The team may include *school principal, learning assistance teacher, ESL, librarian, counsellor, psychologist, speech-language, behaviour outreach etc.* When the meetings focus on the class as a whole and ways in which the support team can work in meaningful ways with the teacher to meet his/her overall goals, a more coordinated plan evolves. The classroom teacher describes the class, shares current observations, (which may or may not confirm the selection of a student for learning assistance) and together the team examines the new class, sharing the information collected from previous teachers. Student strengths and needs are viewed as part of the classroom fabric rather than in isolation. The information gathered at the meeting may be used as a baseline for selecting learning assistance clientele.

TEACHER ASSISTANCE TEAMS (TAT)

Teacher Assistance Teams is a concept based on the belief that teachers have significant expertise and knowledge to effectively teach most students with learning and behavioural difficulties by working together in a problem-solving process. In a TAT format, teachers come together to explore options for dealing with a specific challenge experienced by the referring teacher. It is a 'within building' system to sharing expertise and support in which a group, usually three or four teachers plus the referring teacher engage in a structured process involving:

- a. Conceptualizing the problem
- b. Brainstorming options
- c. Selecting and planning interventions, and
- d. Reviewing success

The group meets outside of school time to provide prompt, practical and accessible support to the referring teacher. The meeting, although chaired by one teacher to adhere to the timeframe, is collaborative one, rather than 'expert' or consultative in nature. The goal is to brainstorm a range of

possible interventions or actions and have the referring teacher select those that seem to her/him to be the most workable – teachers helping teachers with no judgment or pressure.

INDIVIDUAL CONSULTATION

The smallest and most directed type of support team meetings is the ongoing individual consultative meeting with classroom teachers, TAs, childcare workers, specialist personnel or others such as parents. The focus of these meetings is also a sharing of information, with each bringing specific types of information to share but they often take a different structure than the larger, more formal types of team meetings discussed above. Consultative meetings may occur on a regularly scheduled basis, such as for ongoing collaborative planning, or they may take place to address specific issues such as advice about a specific classroom incident. The issues are often targeted and of immediate consequence. A meeting may be requested to share general concerns and plan a course of pre-referral action. Consultative meetings also often arise very informally, over coffee or in the hallway.

Although very time-consuming, the individual consultative meetings are extremely beneficial. Consultation is a valuable and significant part of Learning Assistance services, often having as much impact on student success as direct service.

Sample forms for gathering information and conducting various meetings are included in the Appendices.

LEARNING ASSISTANCE SERVICE DELIVERY

There are many ways to deliver Learning Assistance services to students. The possibilities are limited only by the imagination. Instruction – be it direct or supportive – may occur in a variety of settings. The method of delivery is based on a number of factors, including: student needs, potential caseload, time available, school culture, allocation of support services and preferred teaching styles. Furthermore, the method may depend on whether the students are working towards the learning outcomes as prescribed by the Ministry of Education or their own individually designed education plan.

The design of Learning Assistance services will reflect the needs and strengths of the school team. The support staff will work closely with the classroom teacher and parents and focus on the needs of the student. As students move through the grades, the emphasis often moves progressively from the fundamentals of literacy and numeracy to subject support with acquisition of strategies for learning. Given the opportunity, students gain

Notes

When teachers see there is a menu of choices, their thinking on how to best work with a resource person often changes.

Faye Brownlie, Judith King; Learning in Safe Schools: Creating classrooms where all students belong. 1999

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confidence through skill development and strategy acquisition. As students become resourceful and self-reliant they are more likely to adapt readily to various learning situations and experience less frustration.

Service Delivery Options

In deciding on the format for support, if the conversation focuses on the factors impacting the student's classroom success, it is easier to design a broad-based, personalized program rather than try to fit the student into an existing program.

Collaboration

It is not possible, nor practical to try to provide support which is isolated from the classroom program. Ongoing communication and collaboration is essential for creating and implementing an effective action plan which addresses the student's needs and provides the assistance that will enable the student to be successful. This is true whether service delivery occurs in the classroom or in the Resource Room.

Collaboration helps move education from a 'fix it' mindset to one of making changes to the classroom so that all students can experience success. When the focus is on the classroom and the instruction the question becomes one of "What do we need to do to enable the student to successfully participate?" "How can we best do that?" Many options will be best implemented within the classroom setting where the actual learning and engagement is occurring. However, to implement other options, it is more practical to move away from the hustle and bustle of a busy classroom or to the facilities of another location such as a computer lab. **The key to achievement is that the connectedness and contextuality of the instruction and the feelings of the student remain intact.** Therefore the question is not one of which is better – pullout or classroom based, but one of how can we best ensure success.

The following describe some of the possibilities for service delivery:

Assessment

- Formal and informal testing
- File searches to determine time span, complexity and severity of the student's difficulty
- Compiling and organizing pre-referral documentation
- Facilitating IEP meetings

Direct Service (either in the LAC or classroom):

- One – to – one or small group instruction
- Diagnostic, short term teaching
- Short term remedial instruction

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- Behaviour management
- Direct instruction in skills and concepts as outlined in the IRPs, in reading decoding, reading comprehension, vocabulary development and written expression
- Direct instruction in effective learning strategies to assist with the processes involved in literacy and numeracy

Co-Teaching

- Weekly blocks of time may be scheduled during which the Learning Assistance Teacher and the classroom teacher work together in the classroom
- In the classroom teachers may:
 - divide the lesson
 - share duties –
 - one teaches, one may monitor student behaviour, scribe on the overhead, support specific students, adapt instructions or expectations of the lesson
 - one works with most of the class, the other with small groups or individuals
 - model a lesson for each other
 - sharing responsibility for small group instruction such as Guided Reading lessons
 - conduct a collaborative assessment
 - take separate groups of students to work on specific skills or differentiated assignments (This may be the LAT or the classroom teacher)

Indirect Service:

- One – to – one, small group or whole class
- Support of classroom curriculum through the preteaching of specific content *e.g. introduce vocabulary for a guided reading lesson*
- Support of classroom curriculum through the review of specific content *e.g.: highlights of regrouping concept in math*
- Providing assistance to teachers in planning and/or presenting lessons that embrace the needs of all students
- Providing guidance to students working on assignments within the classroom
- Adapting materials for classroom use
- Curriculum-based assessment
- Planning or information sharing meetings with parents
- Conferencing with student around specific issues
- Test/Quiz support
- Observation and assessment

Notes

The overuse of a separate curriculum increases the exclusion of the child and the workload of the teacher.

*Faye Brownlie, Judith King;
Learning in Safe
Schools: Creating
classrooms where all
students belong. 1999*

Notes

1/3 1/3 1/3 Rule

Some school districts have already acknowledged the impossibility of attempting to provide direct service to all the children with special needs and they have recognized the importance of the other roles expected of the LAT. The most effective time-management plan for the LAT schedule is that of 1/3 1/3 1/3 in the following areas:

- Direct service
- Indirect service
- Assessment

Lynda Mawer (LATA Newsletter – Spring 1999)

Consultation

- In many cases the only adaptations required may be designed through co-planning or consultation
 - Co-planning a unit of study or outlining strategies to adapt or modify existing lessons, assignments or assessment may provide enough support for the teacher to feel confident in meeting the student's needs on their own.
 - Locating resources and/or planning a unit of study incorporating effective strategies
 - The Learning Assistance teacher may coordinate meetings and/or liase with parents, district personnel and outside agencies

Teacher Assistants

- Supportive instruction may be implemented by the Teaching Assistant under the direction of the Learning Assistance Teacher
- See the section on Teacher Assistants for specific suggestions.

Flexible, Collaborative Timetable

- It can be very effective to meet as a staff group to collaboratively plan the timetable for learning assistance services. Such a cooperative process not only shares the burden for making priority decisions it creates more ownership for the decisions made.
- Have the classroom teachers identify areas of their daily or curricular schedule they would most like help with
- Another possibility is to create flexible timetables that run only for a certain time period, i.e. October to December. This opens up possibilities for addressing new students, spending more intense amounts of time for shorter periods to address specific needs, review and reflection on program effectiveness, etc.
- Some examples of schedules are included in the Appendices.

Resource Model/Learning Centres

Some schools combine their support services for students with special needs to create Learning Centres at secondary schools or Resource Teacher models of service delivery at elementary. Where such a model is used, it means there are few or no traditional, territorial lines drawn for service delivery. The Special Programs services of the school are collaboratively integrated to provide support for all students in the school: those who are in the high and low incidence groups; those who have mild learning difficulties; those who need enrichment; and in some cases, those who are learning English as a Second Language. The school-based learning support team combines their expertise, learning resources and sometimes physical space to maximize effectiveness. They meet regularly to discuss the needs of the student and teachers and how those needs can most effectively and efficiently are met within the schools resources. "The ministry considers

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this appropriate provided the supports available to the students served are consistent with guidelines and appropriate to the needs of the students.” (*Special Education Services: A Manual of Policies, Procedures and Guidelines.*)

SUPPORT SERVICES

Early Intervention

The Ministry of Education states “... *intervention programs provided early in the primary grades may foster student success by helping students to become effective learners before learning difficulties result in student failure/retention and low self esteem*”

We know that if students are not provided with a firm foundation of knowledge and skills in the primary grades, they are likely to become unmotivated and exhibit low self-esteem. As well, they are far more likely to be referred for special programs and generally do not ‘catch up’ after they enter the intermediate grades. In fact, the probability that a child who is a poor reader at the end of grade one will remain a poor reader at the end of grade four is almost 90% (*Juel, 1988*). “The cost of reversing the effects of a poor start in life increases as the child grows older, and the chances of success diminish.” (*Ministry of Education, Special Education Review, 2000*).

Research strongly suggests that prevention is the key to success. Learning to read and write is a complex process. It means “becoming aware of the nature of written language, its functions and forms. In other words, learners develop a metalinguistic awareness of concepts of print.” (*Primary Program 2000*)

To circumvent the adverse effects of not developing adequate literacy skills it is vital to accurately identify the small percentage (usually 15-20%) of students who are ‘at risk’. This requires a planned, systematic assessment process to discover which children are at risk followed by carefully planned intervention programs to help these students become competent readers.

Areas that impact on later success and should form part of an early screening process are oral language, concepts of print, fine motor skills and writing skills. As well, an essential concept within literacy development is phonological awareness, or the ability to hear and manipulate individual speech sounds in spoken words. Although it is no more beneficial (and may even be harmful) to over-emphasize isolated phonemic awareness exercises than any other specific linguistic concept, research does show that

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Teachers and parents should be careful not to minimize the seriousness of problems or assume that the child will naturally “catch up” given extra time and support.

Primary Program

Intervention programs provided early in the primary grades may foster student success by helping students to become effective learners before learning difficulties result in student failure/retention and low self-esteem.

Ministry of Education Special Education Review 2000

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The costs of reversing the effects of a poor start in life increase as the child grows older, and the chances of success diminish.

Ministry of Education
Special Education Review
2000

a child's level of phonological awareness is one of the most accurate predictors of reading and writing success and supports the use of an early screening process to identify difficulties. Children whose phonemic difficulties stem from a lack of exposure to literacy often make rapid progress in the language rich kindergarten program but it is important to track development in this area. A systematic screening process will identify students requiring further assessment and possible intervention.

Assessment is only the first step in the process, of course. Success depends on providing effective instruction that is linked to the assessment results. To provide appropriate scaffolding, teachers need to know the current level of development of the student, the strengths and weaknesses, and the specific skills and concepts that need reinforcing.

The most useful information about these developmental concepts is obtained from observing students engaged in authentic literacy tasks such as reading a real book or writing a real message. However, at times, when specific information is required it is more effective and/or efficient to use a checklist, structure an activity or administer a formal or semi-formal assessment. Samples of such instruments are in the appendices. The data gathered should identify students that may need to be evaluated further, as well as provide the basis for planning instruction.

Preventing the effects of early reading failure is a stated goal of most districts in the province, especially since the Ministry of Education has provided targeted funding to support local initiatives. Recognizing the benefits of teamwork and sharing, representatives from all across the province came together recently (06/01) at a Literacy Symposium in Kamloops. It became clear that there were substantial commonalities observed in the goals and principles the participants had identified as most effective for successful Early Intervention programs. All districts had identified their goals as:

- *identifying the 'At-Risk' Learners and developing and*
- *implementing a workable, collaborative model for intervention.*

The following is a list of the principles identified by most of the participants.

Schools with Effective Early Intervention Programs:

- begin with a systematic assessment process, which uses a variety of assessment tools to determine competency and fluency in literacy skills.
- assess phonological awareness, concepts of print, oral language, fine motor skills and writing.
- build on benchmarks or standards, such as the Performance Standards

- establish developmentally appropriate, research-based strategies that address specific needs both in decoding and comprehension and maintain a reading/writing connection.
- incorporate direct, explicit, cognitive instruction in identified skills
- systematically plan for effective implementation of the strategies for identified students.
- integrate the intervention and classroom programs.
- facilitate a home-school partnership.
- incorporate an integrated team approach at the school level, building on the shared expertise of Classroom Teachers (including Kindergarten), Learning Assistance Teachers, the Learning Disabilities Teachers and the Speech Language Pathologists.
- facilitate regular grade-level networking meetings.
- have district-level support through a district literacy committee, funding or other support for school-based literacy teams or initiatives, release time for professional development, etc.

Programs and Resources Available to Support Early Intervention:

Phonological Awareness Assessment/Instructional Tools

- ◆ **Test of Phonological Awareness (TOPA)**
Screening test for phonological awareness.
- ◆ **Launch into Reading Success**
Remedial program of lessons designed to address identified difficulties in phonological awareness. Developed by Lorna Bennett and in use in North Vancouver.
- ◆ **Phonological Awareness Kit**
*Available from Linguisticsystems
Kit containing activities to develop phonological awareness. Two levels available – primary and intermediate. Both use picture cards and manipulatives.*
- ◆ **Phonemic Awareness in Young Children**
Teacher resource book with activities to support development of phonological awareness.
- **Yopp-Singer Phonological Awareness Test**
Quick screening instrument to identify competence with phonological awareness. It was printed in the Reading Teacher with permission to recopy for classroom use.
- ◆ **Scholastic Phonological Awareness Program**
Kit available providing activities and lessons to develop phonemic awareness. Uses puppets and other manipulatives.
- ◆ **Early Reading Intervention (ERI)**
Early intervention program, created by Barbara Taylor, based on repeated readings of summaries and photocopies of trade books. The emphasis is on developing effective reading strategies.
- ◆ **Observation Survey**

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Written by Marie Clay, this is the assessment tool used to identify children for Reading Recovery. It provides a comprehensive survey of emergent literacy skills and knowledge, including book handling and knowledge of print.

◆ **Checkpoints**

A kit of early (K-2) books compiled from the Foundations reading series. The books are discretely levelled in gradations of difficulty and come with a script to facilitate doing running records.

◆ **Every Child Can Read**

Teacher resource book for providing intervention for at risk students. Scaffolding focuses on developing effective reading strategies. Valuable, easy to read information about learning to read for both teachers and parents.

Buddy Reading and Peer Tutoring

Cross-age Buddy Reading or Peer Tutoring programs are one of the most powerful ways to provide students with support and are in place in several schools. Pairing a struggling learner with a more proficient learner in a one-to-one tutorial situation affords one more opportunity for students to work with appropriate support and assistance. Research confirms the usefulness of Buddy Reading and Peer Tutoring in enhancing concept development, comprehension and word recognition.

Information about specific programs may be found in the Resources section of the appendices.

Peer tutors have been found helpful in a wide variety of learning situations including:

- Developing skills in reading and writing
- Developing skills in numeracy and problem solving
- Concept and vocabulary development
- Developing academic skills
- Developing organizational skills
- Preparation for tests
- Completing assignments
- One-to-one or small groups
- Working with students with special needs in either core academics or lifeskills
- Mentoring a younger gifted student in exploring an interest area

Taking the time to train the tutors and to organize and monitor the tutoring program is invaluable for optimum effectiveness. Working with younger children takes more effort than simply explaining things, reading to them or

listening to them read, although even that level of support can be helpful. There are several program formats available, both commercial and school-based, which can be adapted to the specific strengths and needs of each school but the following provide some guidelines for roles and responsibilities:

Support Teacher:

- Supervise tutors
- Advise teachers
- Coordinate and collaborate with both teachers and tutors
- Work with the teacher in assessing possible student candidates and monitoring their progress
- Accumulate appropriate resources
- Organize the specifics of the instruction to take place
- Provide training for tutors in interpersonal skills, communication skills, role modelling, teaching strategies, prompting, observing, record keeping, etc.
- Coordinate implementation of the program
- Inform and involve parents in all aspects of the program
- Meet with the tutor(s) to debrief progress on a regular basis
- Be available for consultation/questions

Classroom Teacher:

- collaborate with the support teacher in identifying and monitoring the tutees
- provide student discipline if needed
- participate in training the peer tutor (as possible)
- organize class time to facilitate the tutor program
- help locate, coordinate and organize appropriate resources

Tutors:

- Tutors or partners can be:
 - students in an older class from the same school 'buddying up' with a younger class
 - older students from a different class interested in helping younger ones
 - same grade student with more advanced skill development
 - older struggling student working with younger student
(*This has proven very effective for both the tutor and the tutee*)
 - Leadership students in high schools
 - students form a formal Peer Tutoring class

Peer Pairing Program

The *Peer Pairing Program* is a specific peer support program designed to help new immigrant youth adjust to their new community. The goal of the

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program is to ease some of the issues new immigrant youth may face, such as: *language barriers, culture shock, social isolation, lack of information, life skills, fear, frustration and lack of knowledge of local resources.*

Peer hosts are trained to be a valuable source of friendship, support and encouragement for new ESL students. The hosts benefit by gaining experience, leadership and job-readiness skills, fulfilling CAPP service hours, knowledge of other cultures, new friendships and personal satisfaction.

The training process is similar to that used for other peer tutors but with specific focus on friendship, multiculturalism, racism and communication.

Options at High School

Learning Assistance, Learning Strategies, Learning Centre, Course Support are some of the course names assigned to the support block(s) provided for students who need extra help in the high school system. These courses are designed to give students direct instruction in literacy or numeracy skills, effective learning strategies, assistance with content courses or a combination of these. Generally, the students who are registered in these courses will be working towards a Dogwood Graduation Certificate and will be taking regular courses but may need adaptations or extra help to be successful.

Students may be reluctant to attend support classes as they are often seen to: 'take time away from other classes', 'have negative stigma attached', 'replace more interesting electives' or 'have no mark assigned and therefore no course credit'. Most support courses or blocks do work towards specific goals and objectives and are presented in a structured format, but in some schools these courses are not formally evaluated. Others establish and publish the criteria and a mark is assigned on the report card (see Locally Developed Courses below). The more students are aware of the goals, expectations and criteria for evaluation, the more successful the course will be. Some sample course forms are included in the Appendices.

Locally Developed Elective Courses

Locally Developed Courses are often created at the high school level to enable students to receive credit for classes taken to meet their unique learning needs as they are sometimes reluctant to take 'use up' one of their blocks on Learning Assistance or Learning Disabilities. The following briefly outlines some of the courses that different districts have shaped. Samples of course outline and expectations are in the Appendices.

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Peer Tutoring:

- Under the supervision of the Learning Centre staff, students learn and teach strategies for assisting their tutees.
- Course content is as outlined above.
- May focus on: LAC; ESL, Special Needs – Core, Special Needs – Lifeskills.

Organizational and Study Skills/Learning Strategies/Study Tactics

- Designed specifically for students with identified learning disabilities.
- Provides direct instruction in skills and strategies for independent learning.
- Includes goal setting and self-assessment and organization.
- Provides support in current academic courses.

Tutoring

- Intended for students experiencing difficulty in learning academic subjects.
- Students are provided with support from a trained peer tutor in a regularly scheduled block.

Explorations (Gifted)

- Intended for students demonstrating particular gifts or talents and who would benefit from pursuing challenging, self-directed work in advanced or specialized areas.
- Provides opportunities for these students to be exposed to different ways of accessing and representing information, engage in open-ended challenging activities, opportunities to explore interest areas, develop skills of abstract thinking, solve problems in diverse ways and to interact with intellectual peers.
- Students meet once every timetable rotation for 1 block.

Gifted Support

As with all students with special needs, the primary goal for students with special gifts and talents is to adapt the classroom program to ensure that it provides challenging and motivating experiences throughout the school day. The use of curriculum compacting and differentiation are very effective strategies to meet unique needs within the classroom however this does not preclude exploring options using resources and settings beyond the classroom. As individual curriculum planning is best done by brainstorming options and possibilities through development of an IEP, the Learning Assistance Teacher is often called upon to facilitate the process. Checklists may be found in the Appendices for identifying characteristics of some gifted students. Possibilities for addressing the unique needs of

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“Research shows that students in special education programs receive watered-down curriculum and therefore lose ground academically compared with control children in control classrooms.” (Clay, Marie. 1998)

“This reductionist model led to particularly poor results for learners who could not spontaneously combine the separate elements.” (Clay, Marie. , 1998)

these learners within the classroom framework are endless. For programming ideas, The Ministry Handbook on Gifted Education, which is available at every school, as well as several other resources (listed in the Resources) are available. See also the section on Adapting and Modifying Curriculum for instructional suggestions.

BALANCED LITERACY INTERVENTION

A great deal of research evidence converges on the following definition of reading:

Reading is a complex system of deriving meaning from print that requires all of the following:

- ❖ The development and maintenance of a motivation to read
- ❖ The development of appropriate active strategies to construct meaning from print
- ❖ Sufficient background information and vocabulary to foster reading comprehension
- ❖ The ability to read fluently
- ❖ The ability to decode unfamiliar words
- ❖ The skills and knowledge to understand how phonemes or speech sounds are connected to print

(Using Multiple Methods of Beginning Reading Instruction: A Position Statement of the International Reading Association. 1999)

While there is no question that some children need more support than they are able to get in the regular classroom, the ‘special’ help we have given them in the past has often had less than optimal results. Our understanding of how children learn and how literacy develops is continuing to evolve and we are changing our programs to reflect our new learning. Marie Clay (1998) identified the following traits associated with traditional remedial programs:

- Complex learning was broken down into finite skills
- The skills were taught to students in fragments in a prescribed sequence, from the simplest to the more complex
- Teaching usually took place out of context to which the targeted skills were to be applied
- Children were often occupied with workbook exercises rather than using literacy for specific, real world tasks
- The assumption was that development of ‘higher-order’ skills like thinking and comprehension could be postponed until after students had mastered the elements of learning

- Assignments and instruction for good readers emphasized meaning making and comprehension while those of poor readers
 - emphasized externally controlled, fluent decoding.
 - reading was interrupted more often
 - asked fewer comprehension questions, and
 - used more skills in isolation

All of these things were done with the best of intentions but we now know that this type of instruction does not promote the kind of active, engaged learning that is essential for all children, especially for those who struggle. In more effective instruction teachers:

- Observe individual learners closely, converse with them and tune in to individual differences.
- Plan a program of support based on the student's specific learning styles and strengths
- *Provide students with access to the more intense, expert instruction required to be successful*
- *Provide instruction that is available often enough and for a long enough period of time to address the student's needs.*

Literacy Research

There has been a significant amount of research in the last decade in the areas of literacy development and in ways to support the children who struggle. The following is a synthesis of some of the salient points from current literature. The list was compiled from many sources, including the books and articles listed in the bibliography as well as a literature review done by Dr. Judith Scott for the Reading 44 program (North Vancouver School District) and presentations from Richard Allington and Peter Hill at International Reading Association Conferences.

1. **Ongoing assessment and evaluation are vital to student success.**
Teaching should be a problem solving process. Time is precious therefore finding the right starting place and instructional map to follow is critical to ensure that time is not wasted on teaching what the child already knows or that important concepts are missed. The child's current strengths and new ones that emerge must guide the instruction. The assessment takes into account all sources of information, including teacher monitoring and student self-monitoring to inform instruction. New learning may then be meaningfully embedded in the context of what the child can do, building on strengths.
2. **Background knowledge and prior experience are critical to the reading process.**
The child should be helped to link, compare and build on what he or she knows and to search for new understandings,
3. **Developing oral language provides a basis for written language**

Notes

75-80% of language used by teachers is in the form of a question
restricts listener to simplistic comments
'wh' questions are limiting (good only for testing)
don't stimulate language
'making comments' is a stimulant - allows language to flow.

Peter Hill

For a long time reading instruction assumed the "small is easy": the smaller the visual or phonic unit a child has to cope with, the easier it is to learn. It also assumed that reading is best learned through a cumulative, logically sequenced exposure to rules and patterns. Recent research is teaching us that the opposite is true.

M.Y. Phinney; 1988

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Oral language use is usually indicative of the current competence level of a child. The length of utterances, complexity of sentences and auditory processing skills give insight into the level of written work that can be expected. Direct instruction in all language functions (social and academic vocabulary, sentence structure, grammar, social rules and uses, etc.) will strengthen success with written language.

4. **Reading and writing are interconnected and involve the construction of meaning from/with written text.**
Literacy is an active, cognitive and affective process that involves complex thinking. Children must learn to be critical readers and writers, monitoring comprehension by detecting and correcting errors.
5. **Students need to be able to use the semantic, syntactic and graphophonic as well as contextual cues in a coordinated and fluent manner to access meaning from print.**
Direct instruction to effectively apply all the cueing systems in an integrated manner is necessary for some students.
6. **Students need to apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text.**
Reading goals should be multifaceted, focusing on traditional skills but also including comprehension instruction, voluntary reading, discussion, genre knowledge, and other goals beyond improved test scores
7. **Reading skills and strategies need to be taught explicitly within the context of authentic reading and writing activities.**
Kids need to be taught: some need more intense, precise and explicit instruction on what they specifically need. Didactic instruction in word identification, comprehension and vocabulary strategies is most effective in conjunction with authentic reading and writing tasks rather than as disconnected exercises and drill. Some children need more practice time than others to gain fluency.
8. **Motivation and engagement in the reading task are essential for success.**
Good readers read more, but they read books they *can, and want* to read - accurately, fluently and with intonation.
9. **Social interaction is essential in learning to read:**
Thinking and talking promotes students' understanding.
10. **Early intervention is critical to ensure success for students who may be at-risk for failure to develop adequate literacy strategies.**
Children who do not develop adequate literacy skills by the end of the primary years have little chance of catching up later. The probability that a child who is a poor reader at the end of grade 1 will remain a poor reader at the end of grade 4 is almost 90% (Juel, 1988).
11. **Literacy learning occurs both at home and at school, and the connections between them enhance student learning.**
Parent involvement and increasing the volume of reading at home significantly increases success.

12. Students learn best when teachers employ a variety of instructional approaches to model and demonstrate reading knowledge, strategy and skill development.

The most effective programs include multiple contexts for student learning, employ multiple types of tasks and engage in multiple talk structures

13. Students need to be immersed in rich literacy environments and have extensive opportunities to read fiction, non-fiction and other forms of print.

The use of multiple resources and a wide variety of texts fosters students' interest and learning.

14. Students' background knowledge of their first language facilitates the development of competency in reading.

Language concepts developed in a student's first language should be enhanced and built upon, not ignored.

15. Support should be balanced, drawing on multiple theoretical perspectives

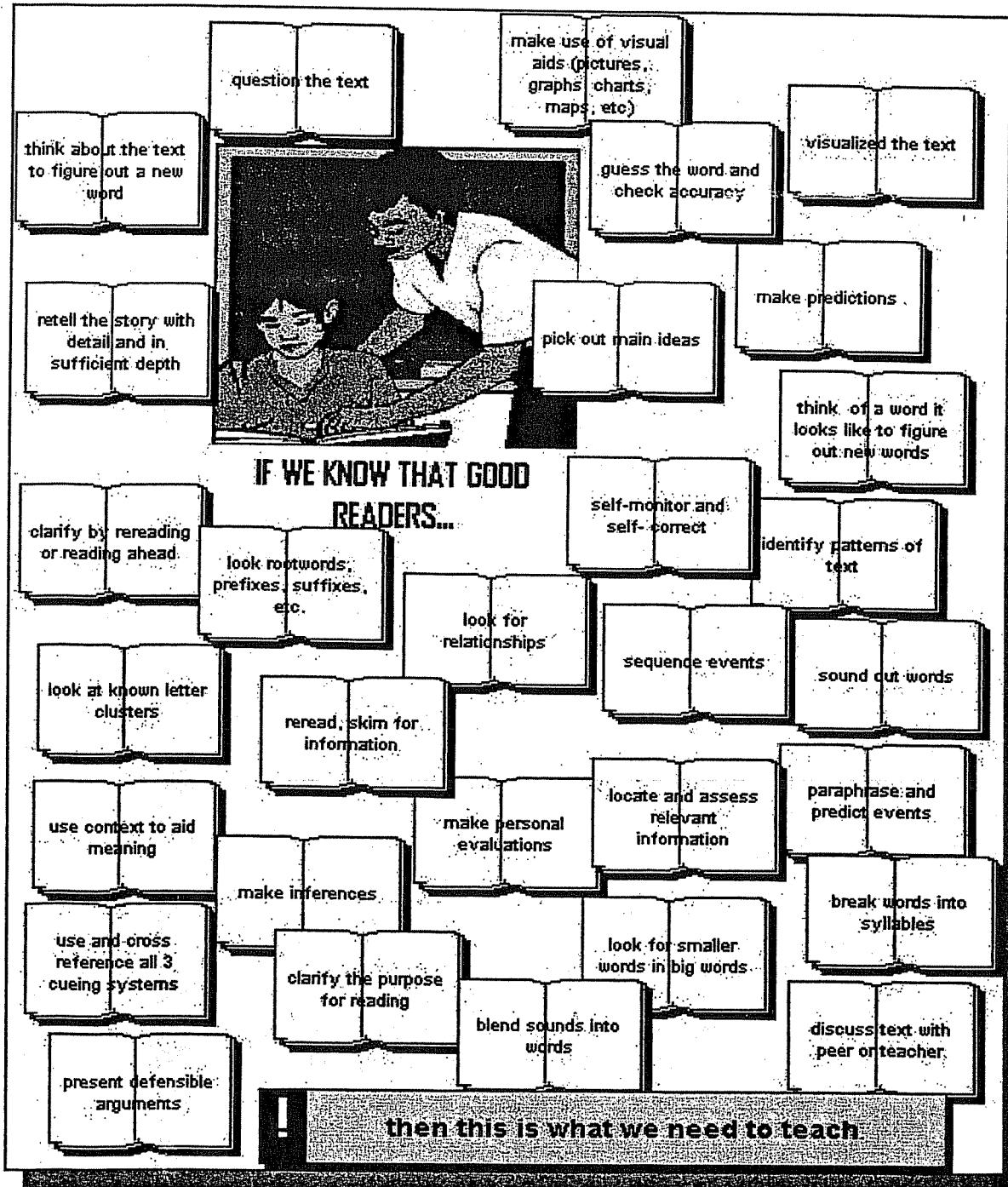
Teachers base decisions on extensive practical, personal and theoretical knowledge.

Explicit Teaching:

Explicit teaching or direct instruction is not necessarily synonymous with 'telling'. It means "*structuring an event so that the students are consciously focusing on part of the whole and are developing their ability to talk and think about that part at a metalevel brought about through teacher questions, reciprocal teaching, teacher modelling, or direct instruction accompanied by student exercises and drills.*" (Hancock, 1999)

Research consistently acknowledges the benefits of explicit teaching, however based on evidence that learning is most powerful with many opportunities to apply strategies and information in meaningful and relevant contexts some **cautions** are warranted:

- Can lead to fragmented curriculum of drills and trial runs giving students no chance to synthesize learning into meaningful wholes
- Transmission model of learning is dependent on memorization and repetitive application
- Reductionist model of teaching focuses on simplistic definitions and superficial examples.
- Information may be emphasized at the expense of metalevel understandings



SUPPORTING STRUGGLING READERS

To support a struggling student, we use a two-pronged approach - *adaptations* and *instruction*. Both are necessary to ensure success throughout the day. Adaptations are the changes made to the learning environment that enable the student to more successfully participate while explicit instruction attempts to improve the student's skills in targeted areas.

Notes

If the child..	you might try... <i>The strategies listed below under Instruction may be found under "Contextually-based Literacy Strategies"</i>
<p>makes a lot of miscues</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • analyzing the miscues and planning instruction based on the pattern of errors i.e.: <ul style="list-style-type: none"> • <i>determining the child's current language processing style</i> • <i>ensuring all cueing systems are used</i> • <i>ensuring the student monitors comprehension</i> • <i>if the child over-relies on a single strategy for figuring out new words, providing instruction in alternate strategies</i> • <i>direct instruction in alternatives to phonics if the child has weak phonological skills</i> • using repeated readings to develop fluency • ensuring there is adequate prior knowledge and/or vocabulary development • Reader's Theatre • Read & Revisit • Language Experience <hr/> <p>ADAPTATIONS</p> <ul style="list-style-type: none"> • providing easier material • using taped books • providing reading buddies • facilitating cooperative group work • having the passage read by a parent or teaching assistant • providing summarized material • providing extra time for tests and quizzes
<p>reads fluently but with miscues that are critical to the meaning</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • miscue analysis (as above) • covering unknown word and asking "<i>What would make sense?</i>" or "<i>Does that sound right?</i>" • having the child retell what they had just read • having the child read back what was read and discussing meaning changes • emphasizing comprehension monitoring • asking "<i>What's a _____?</i>" • helping child to connect to prior knowledge (or fill in any gaps) • Cloze passages • Guess & Check • Text Reconstruction

Notes

	<p>ADAPTATIONS</p> <ul style="list-style-type: none"> • providing a reader • highlighting key words on photocopied material • oral tests and quizzes • taped books
<p>reads word by word and loses meaning</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • miscue analysis (as above) • discussing meanings of phrases or sentences in shared reading sessions • asking “<i>Does that sound like language?</i>” • modelling fluent reading • discussing phrasing as ‘thought units’ in oral reading • Shared Reading • Language Experience • Text Reconstruction using phrases <p>ADAPTATIONS</p> <ul style="list-style-type: none"> • changing to easier materials or using taped books • working with a partner • highlight phrases in text
<p>omits or inserts words which change the meaning</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • showing a record of what he/she said and discuss reasons for the omissions • encouraging the student to point to the words as they are read • rereading the passage and discussing the differences in meaning • discussing differences in oral and written language • Little Words in Big Words helps to focus on the print • Cloze Passages • Read & Revisit • Picture Thinking <p>ADAPTATIONS</p> <ul style="list-style-type: none"> • providing tracking aids • reminders for self-monitoring (cue cards or verbal rehearsal) <ul style="list-style-type: none"> • “<i>Does it sound right?</i>” • “<i>Does it make sense?</i>”
<p>reads fluently, but the meaning is lost</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • ensuring that the concepts and vocabulary are familiar to the child • providing a specific purpose for reading (sequence of events, character descriptions, cause/effect, etc.) • asking for a prediction about what will be in the next paragraph or how the story will end

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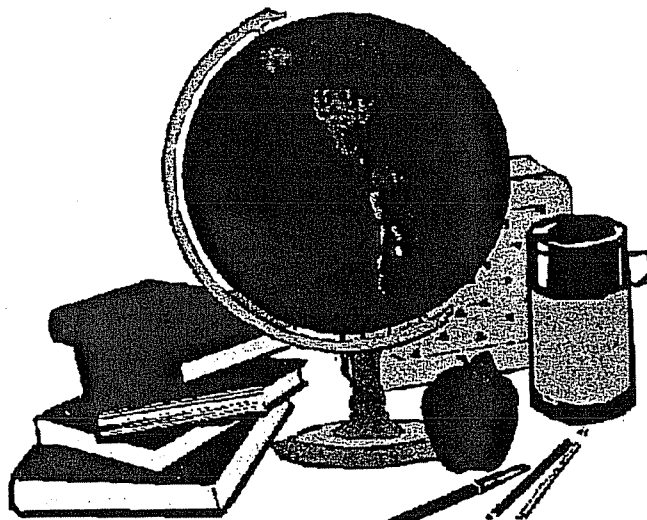
	<ul style="list-style-type: none"> • having the student retell the story or information using the picture sequence as a prompt • Retell in Roll • Reader's Theatre • Text Reconstruction
	<p>ADAPTATIONS</p> <ul style="list-style-type: none"> • as the student is reading have him/her place a sticky note in the margin each time something important happens • make a margin note whenever something doesn't make sense • highlight important information as the passage is read • present information graphically (pictures, charts, graphs)
<p>omits or inserts punctuation affecting pauses and intonations</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • discussing changes in meanings • deliberately misplacing periods and commas and having student note changes in meaning • having student highlight text before reading as a visual reminder as well as a cue to watch for punctuation as the passage is read • Little Words in Big Words • Reader's Theatre
	<p>ADAPTATION</p> <ul style="list-style-type: none"> • provide highlighted text
<p>pauses and is unable to continue</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • allowing time to mentally work through possibilities • supplying the word to maintain flow of reading • suggesting strategies to try • Prompting/Scaffolding
	<p>ADAPTATION</p> <ul style="list-style-type: none"> • making a 'bookmark' or taping cue card to desk or as a visual reminder of strategies to try
<p>can't read content texts or material</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • using a "text analysis" approach to help the student become aware of effective ways to access information from the particular text (organization, boldface, index, style of headings/titles, etc) • teaching the student how to use graphic information and/or captions • teaching the student to locate specific information rather than attempt to read the whole text • facilitating cooperative learning and/or Lit Circles to allow participation in discussion thus developing oral

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	<p>concepts, vocabulary and familiarity with text in a non-threatening way encouraging the student to look up information on the internet (they often don't associate this with "reading" and are more successful)</p> <ul style="list-style-type: none"> • encouraging the student to process concepts initially in their first language • Text Analysis • SQ3R • Question Answer Relationship - QAR <p>ADAPTATIONS</p> <ul style="list-style-type: none"> • providing a reader • providing easier material • providing books on tape • highlighting key words • providing graphic organizers and study guides • providing photocopied notes • photocopying the teacher's overheads • present information graphically (pictures, charts, graphs, etc.)
<p>written work is disorganized</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • initially record their thoughts in their first language or using pictures, then add labels, phrases and finally sentences • teaching the use of graphic organizers such as idea diagrams • making language manipulable (i.e.: sentence strips) to model moving ideas around • Graphic Organizers, Key Visuals • Cloze Passages • Frames <p>ADAPTATION</p> <ul style="list-style-type: none"> • peer or TA to help edit and proofread • providing graphic organizers for use outside the Learning Centre • representing information graphically (pictures, charts, graphs, etc.)
<p>written work lacks depth and clarity</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • providing key visuals to facilitate organization and as a prompt to include sufficient information • establishing the number of supporting details that should be included • brainstorming everything known about the topic with the student(s) prior to beginning and provide a written copy for later reference • brainstorming possible research questions

Notes

	<ul style="list-style-type: none"> • photocopying and highlight information • beginning with pictures, sketches, symbols or diagrams which often prompts written work • having students work in cooperative groups or partner projects • Frames • Graphic Organizers, Key Visuals • Guided Writing <p>ADAPTATIONS</p> <ul style="list-style-type: none"> • representing information graphically(pictures, charts, graphs, etc.) • providing timelines, sequence or charts to record information • providing a scribe • peer editors
<p>written work has many mechanical errors</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • teaching dictionary and spellchecker strategies • direct instruction in <i>spelling strategies</i> rather than <i>spelling lists</i> • teaching visual analysis • Building Blocks • ICE • SIP • Looking Good • Little Words in Big Words • Frequent Word Lists • Word Banks <p>ADAPTATIONS</p> <ul style="list-style-type: none"> • peer proofreading • Spellchecker



Notes

Contextually-Based Literacy Intervention Strategies

As noted in the research cited earlier, instruction is most effective when it is done within the context and using the language of what the student is really working on. The following are brief descriptions of strategies that may be effectively adapted to any classroom, LAC or other learning environment

Little Words in Big Words (A Piece of the Pie)

What	A strategy that encourages students to visually analyze words by teaching them to look for 'little words in big words'.
Why	<ul style="list-style-type: none"> • encourages visual analysis • encourages visual and auditory connections with known words or word parts • facilitates sounding out in clusters rather than letter by letter
How	<ul style="list-style-type: none"> • in group instruction, direct attention to little words found in big words • in cooperative groups, have students search familiar books for big words that contain little words • have each group share their findings and create class posters, charts or lists • discuss with the class/group/individual the usefulness of this technique as a reading or writing strategy • model application of the technique for decoding and spelling often

Morphographic Analysis (Building Blocks)

What	a strategy using letter clusters called morphographs (groups of letters that convey meaning), such as prefixes and suffixes or Greek and Latin roots. For example, <i>re</i> is a sound unit or phoneme that means to repeat or do something over. Instruction focuses on the use of applying structural knowledge to known word parts to build new words.
Why	<ul style="list-style-type: none"> • helps develop a mental dictionary • encourages word analysis based on meaning • strengthens the predictability of written language • facilitates segmentation of longer words into manageable chunks • facilitates self-monitoring
How	<ul style="list-style-type: none"> • help children to realize that if they know one word they really know many by giving children many opportunities to observe morphographs in meaningful text • plurals and simple endings are generally the first

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	<p>morphographs that children become aware of</p> <ul style="list-style-type: none"> • this could be done with cloze passages in which these word parts have been blanked out or finding examples in text that is being read or analyzing lists of words with the same morphograph and trying to discover its meaning • help children to notice the differences in some words when morphographs are used. (<i>"How did you know to double the t?" "Why would you only ad d instead of ed?"</i>) • once the students are aware of the concept, provide direct instruction in using this knowledge as a spelling strategy • application is guided by self-questioning: <ul style="list-style-type: none"> ▪ <i>Is there a part of this word I know?</i> ▪ <i>What do I need to change?</i> ▪ <i>Does it look right? (asked after writing)</i> • application should be modelled by the teacher and by peers • have students record their personal understanding of the strategy in learning logs
Cloze (Reading Detective)	
What	a cloze activity in which words or groups of letters are deliberately covered up or blanked out of the text and are filled in by the reader. It is best done in a group or supported situation as the child is encouraged to verbalize and explain his/her thinking.
Why	<ul style="list-style-type: none"> • it encourages the reader to focus on semantic and syntactic clues • it helps the child to gain insight into the reading process • it is an effective means of teaching skills such as phonics within a meaningful text • it promotes risk-taking because there is no right answer. Words that 'sound right' and 'makes sense' are accepted.
How	<ul style="list-style-type: none"> • the text should be a complete literary unit. It could be a letter, message, short story, informational material or poem. • words or parts of words are blanked out or covered up and the reader fills them in. • letters or clusters may be left in or blanked out to focus on specific phonics rules or generalizations. • the text may be presented on an overhead or chart paper and read together. • individuals should be called upon to supply the missing words and give reasons to support their predictions. • any word is acceptable as long as it '<i>sounds right</i>', '<i>makes sense</i>' and <i>fits with the letters that have been left in</i>.
Frequent Word Lists	
What	A discussion with students about the concept of 'frequent words', those words that are used over and over again and are therefore worth remembering, helps to reinforce the predictability of most of our language and encourages students to take ownership for building a personal sight-word bank. Although there are several

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	published lists of high frequency words, it is extremely valuable for individuals, groups or classes to create their own list that they use frequently in their writing.
Why	<ul style="list-style-type: none"> • focuses on important words • helps students to realize that it is <u>personally useful</u> to remember these specific words • motivates students to learn a core bank of sight words • promotes a positive attitude when students realize there are only a few words they have to memorize
How	<ul style="list-style-type: none"> • lead a discussion about words that the group thinks they use most often and the efficiency of trying to sound these out new each time they are written • they enjoy trying to guess what words are on the published lists • have them generate the 100, 50, or 25 words (depending on the level of the group) that they use most often in their writing. • list words on the board or chart paper and later put on a chart for permanent display in the room • resist the temptation to give them the words • after brainstorming, the groups should sort the words into alphabetical order and a copy of the list given to each student. • they should be presented in list form for easier scanning • the student lists should be kept in their Word Banks
Guided Reading	
What	A small group reading instruction format which focuses on direct instruction and support for strategic reading and specific skill development.
Why	<ul style="list-style-type: none"> • opportunities for close monitoring of skill development • opportunities for reading carefully selected materials at the optimum instructional level • provides instruction on specifically targeted areas of need • opportunity for direct instruction in reading strategies and skills and in application of language knowledge within the context of authentic reading • promotes independence with text students
How	<ul style="list-style-type: none"> • students are placed in homogeneous groups depending on their reading level as determined by the teacher through running records taken with each student • work in small groups (4-6 students) at a time • the rest of the class or group should be meaningfully engaged in other literacy activities • begin the lesson by having students reread a piece of familiar text • the teacher then introduces a new book that has been selected to match the group's instructional reading level by looking at the title, discussing vocabulary, predicting content and doing a

Notes

	<p>'picture walk'</p> <ul style="list-style-type: none"> • each student has a copy of the new book or story • all the students then read the entire book or story on their own • the teacher observes, monitors, makes notes, provides scaffolding as necessary • following the reading the students engage in a discussion about the story in which personal reflection is emphasized • the teacher facilitates a discussion about the use of appropriate reading strategies <ul style="list-style-type: none"> ▪ prompts such as: "How did you figure out....?" "I noticed that" • some words from the story may be pulled out for direct instruction in decoding or comprehension skills • the students may engage in an extension activity
Imagery for Spelling (ICE)	
What	a spelling strategy entitled Image Copy Examine (ICE) that encourages the use of visual imagery and self-checking. Children try to recall seeing a needed word in their mind to help them remember the spelling. After the letters are written, the child examines them to see if they look as he/she recalled.
Why	<ul style="list-style-type: none"> • provides an alternative for children who have trouble using phonics for spelling • provides a strategy for phonetically irregular words • actively stimulates visual memory • encourages self-monitoring
How	<ul style="list-style-type: none"> • before introducing this strategy, children should have had many experiences with guided imagery • when trying to spell an unknown word, children are taught to visualize an <i>Image</i> of the needed word in the format in which they last saw it. Asking for details of the location, kind of print, size, color, etc. reinforces the image. • The next step is to <i>Copy</i> the image onto their paper (the term <i>copy</i> helps them to maintain the image rather than trying to write it from memory) • Finally, students are to <i>Examine</i> the word and self-question: <ul style="list-style-type: none"> ○ "Does it look right?" ○ "What part doesn't look right?" ○ "Do I need to change any part?" • student's personal understanding of this strategy should be written in their learning logs
Guess and Check	
What	a reading strategy in which the child makes a reasonable guess about an unknown word and then checks the prediction from the clues provided by the print, the context and the syntax or sound of the language.
Why	<ul style="list-style-type: none"> • promotes comprehension monitoring during reading • encourages 'crosschecking'

Notes

	<ul style="list-style-type: none"> reinforces the concept that language 'sounds right' and 'makes sense' reinforces the concept that written language is predictable
How	<ul style="list-style-type: none"> when the child comes to an unknown word during reading, they are encouraged to make a 'best guess' and then check its accuracy through self-questioning. the guess is confirmed or rejected by asking: <ul style="list-style-type: none"> "Does it make sense?" "Does it sound right?" "Could it be right according to the letter, picture and context clues?" if the answer to all the questions is yes - keep going if the answer is no - reread the sentence from the beginning and make a different guess by focusing on the area of difficulty - i.e.: beginning letter sound
Picture Thinking (Initially Images)	
What	Children create mental images of personal experiences and/or concepts through structured experiences and then represent and share their images
Why	<ul style="list-style-type: none"> guides and facilitates the use of visual imagery as an aid to comprehension and thinking stimulates language and extended thinking facilitates confidence and a positive attitude provides a visual reference upon which to build written text
How	<ul style="list-style-type: none"> engage students in a discussion about a topic or concept that you plan to take to a written format have students think about the topic, creating mental images extend thinking through questioning have them share their thoughts and mental pictures following the discussion, encourage students to draw or sketch their thinking, including as much detail as possible emphasize that artistic talent is not important visually representing thinking with symbols, line sketches, stick people, etc. is acceptable, even preferable when possible, allow time for students to share their pictures with a group or peer and talk about them for some students, it is beneficial to help them label pictures, write needed phrases etc. that match their picture when they have all their ideas down in picture form they should begin drafting their written piece
Language Experience	
What	An approach to teaching language in which the child's oral stories are scribed and used as reading material for later instruction.
Why	<ul style="list-style-type: none"> reinforces the connection between reading and writing the language used is familiar to the child facilitates active engagement

Notes

	<ul style="list-style-type: none"> • provides age-appropriate, 'levelled' material • can be applied to <u>any</u> theme, lesson or context
How	<ul style="list-style-type: none"> • following discussion the student dictates words, sentences, a story, information bullets, etc. based on their personal knowledge or experience with the content being discussed. • their words are written or typed for them maintaining their exact words. Do not attempt to edit their words at this point. • targeted vocabulary may be required or encouraged within the dictation • it is not necessary nor advantageous to have text that is overly long or complex <p>The text may then be used for:</p> <ul style="list-style-type: none"> • Repeated reading to develop fluency • Creating a Cloze passage • Text Reconstruction • Illustrating and publishing • Editing to improve quality • Selection of words to add to sight word or spelling lists • Resource material for class activities and assignments • A Story Frame for creating a new piece with different information • Cutting up and matching ideas to pictures
Literature Circles	
What	an approach to language instruction in which students meet in heterogeneous groups to discuss or write about books and/or articles they are reading independently. <i>This approach is often overlooked for students who struggle because it seems to lack intensive, teacher-directed skill instruction however many children show surprising gains in their pragmatic reading.</i>
Why	<ul style="list-style-type: none"> • supports risk-taking • promotes active discussion, thus facilitating comprehension • students work with the content language in manageable chunks • they see, hear, write and read the new vocabulary in non-threatening situations • participate in strategy discussions which increases metacognition
How	<ul style="list-style-type: none"> • heterogeneous groups are formed and meet to share personal ideas and responses around selected reading material • they read (or have read to them if they are unable to read independently) from a variety of reading material, write personal responses, engage in discussion and often represent their thinking in a variety of ways • the focus is on personal interpretation, response and 'real'

Notes

	<p>conversation. There is no 'right' answer</p> <ul style="list-style-type: none"> • discussion/conversation strategies need to be taught and modelled • students are encouraged to 'think aloud' about their comprehension strategies • the teacher monitors progress but students take increasing control of the group meetings • struggling students are given support to write their ideas including mini-lessons, writing conferences, peer support, etc. <i>Scribes are provided only when absolutely necessary.</i>
<p>Visual Analysis for spelling (Looking Good)</p>	
<p>What</p>	<p>a strategy in which students are encouraged to visually inspect unfamiliar words they have attempted to spell. For words that are spelled incorrectly or do not look right, one or more alternate spellings are generated. Through self-questioning students learn to locate and alter only the part of the word with the suspected misspelling. The strategy is particularly useful for high-frequency words and is the basis for proofreading.</p>
<p>Why</p>	<ul style="list-style-type: none"> • helps students to develop and access their visual memory • encourages students to develop a 'spelling conscience'- to check and monitor their accuracy • encourages students to be aware of the part of the word that may be wrong and to change only this part rather than starting the whole word over again • helps spelling to make sense and therefore become predictable • provides an effective process for applying word knowledge



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How	<ul style="list-style-type: none"> • it is important for children to realize that misspelled words are probably 'mostly right' • start by having the student look over a piece of writing and select a few words they think might have errors • write one of the words in the margin three or four different ways, including the correct way • ask the child to think of the last time they saw the word, look carefully at the words and select the one they think "looks good" • after much practice in selecting correct spellings, teach the student to suggest alternative spellings through self-questioning: <ul style="list-style-type: none"> ▪ "What part of the word am I pretty certain is right" ▪ "What do I remember seeing in this word?" ▪ "What other letters could I try?" ▪ "Which one 'looks good'?" • although it may seem that this strategy is difficult for some children, they usually improve significantly with practice
Onsets and Rime Patterns (Letter Clusters)	
What	Children must be aware of common groups of letters in English, both as a decoding focus and for spelling. Onsets and Rimes are letter patterns found in words and syllables. Onsets are the part of the word or syllable found before the vowel and rimes are the part found from the vowel onward, similar to the concept of word families.
Why	<ul style="list-style-type: none"> • The patterns found in rimes have much more stability than letters viewed in isolation. For example the vowel "a" can have many sounds, but when part of the rime or cluster "and" it has only one sound as in 'sand' 'hand', 'bland', 'grandiose'. • promotes awareness and use of letter clusters to identify new words • reinforces connections between words. Children are able to use what they know about one word to identify an unknown word.
How	<ul style="list-style-type: none"> ▪ Many and varied opportunities to identify, list, experiment with and use rimes should be provided. Some possible activities include: <ul style="list-style-type: none"> ▪ Poems: revisit familiar poems and find examples of words that have the same ending. These words can be used to develop phonemic awareness, listed, used in take-off poems, personal writing, generate additional words in that family, etc. ▪ Posted Words: words that are posted in the room may have the rimes color-coded. ▪ Word Sorts/Webs: theme or list words may be sorted by

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	<p>rimes.</p> <ul style="list-style-type: none"> ▪ Hink Pinks: are rhyming pairs such as a “pink drink”, a “dry fly”, or a “red shed”. Once the words of a family are generated, children are to choose couplets and illustrate them, or make up riddles about them. Children love them because the results can be hilarious!
Prompting/Scaffolding	
What	The teacher provides just the amount of verbal support or <i>hints</i> the child needs to encourage them towards independent use of strategies. The amount of support is adjusted and decreased in relation to the competence. The goal of the prompt is to ‘point the child in the right direction’ but encourage him/her to apply a reading strategy, as well as to increase metacognitive awareness
Why	<ul style="list-style-type: none"> • facilitates independence • increases metacognition • encourages active application of reading strategies • the support is specifically suited to the child’s need and is contextually grounded • provides immediate feedback
How	<p>Sample Prompts:</p> <ul style="list-style-type: none"> • <i>“that’s almost right - ‘house’ would make sense, but the author used ‘home’”</i> • <i>“take another look at the end of the word”</i> • <i>“good -you used the ‘b’ at the beginning”</i> • <i>“the picture does make you think of ‘park, but...”</i> <ul style="list-style-type: none"> • never imply criticism • make the child feel good • give the child ample opportunity to figure out the word independently before prompting • praise any attempted strategy use • use prompting at times when it will least interfere with fluency and comprehension • intervene only if the meaning will be seriously affected, otherwise wait until the reading is complete



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Read and Revisit	
What	an instructional approach for providing direct reading instruction in a reading conference format. The feedback and instruction about reading strategies is given after the student has read the entire piece rather than interrupting the flow and fluency during reading. Support and feedback focuses on developing metacognitive awareness of an increasing repertoire of effective strategies.
Why	<ul style="list-style-type: none"> • positive focus on strategies the student is already using successfully • encourages building on existing knowledge about reading • maintains the focus on the importance of meaning when reading • instruction is very specifically focused on demonstrated student need • instruction is contextually embedded
How	<ul style="list-style-type: none"> • while reading individually with a student the teacher monitors the reading for both successful use of strategies and areas of weakness. • unless absolutely necessary, the reading is not interrupted to correct miscues. • if the student is stuck, ample wait time is given before supportive prompting is given to encourage independent decoding of unfamiliar words • following reading, the text is revisited, first to reinforce successful strategy use (<i>"I noticed this was a challenging word but you figured it out. How did you do that?"</i>) and then for instruction. (<i>"Let's look at this part again. You read it as _____. Read it again.....,etc.)</i> • have the student paraphrase their strategies thus reinforcing their awareness and ownership.
Reader's Theatre	
What	a performance-based approach to language development in which stories, plays, poetry etc. are 'read aloud expressively' rather than acted out as in traditional drama. This approach allows for repeated reading and discussion in a motivating format.
Why	<ul style="list-style-type: none"> • may be used with any written material • facilitates active reading • facilitates the repeated reading that develops fluency
How	<ul style="list-style-type: none"> • heterogeneous groups are formed and the group selects a story, poem, play, or other piece of writing they want to perform • if the work is not a script it may be 'performed' by doing a dramatic reading or acting out the piece as a play by selecting the conversation parts of the story for the characters and the supporting text for the narrator, or formally rewriting the piece

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	<p>into a script.</p> <ul style="list-style-type: none"> • students plan the presentation, practice their parts and perform their work for an audience. • the piece should be read together in a read-aloud or shared reading format several times initially before students are expected to practice on their own. • have students highlight their parts to support visual focus • the rehearsals give struggling students the valuable repeated readings and comprehension support
Reflective Questions	
What	a strategy that encourages children to attend to information and to monitor and assess their comprehension of material read by creating 'teacher type' questions.
Why	<ul style="list-style-type: none"> • encourages students to attend to the most important information in the text • encourages interaction with the text • models how to locate key information • develops metacognitive awareness of the value of comprehension monitoring
How	<ul style="list-style-type: none"> • after reading a story or passage discuss with students what teachers often want to know to see if their students have understood the story. How and why do they do this? • have students work in cooperative groups and discuss these concepts and then pretend they are the teacher and generate questions they would ask to see if their students had understood this story. • ask the students to share their brainstormed questions as a group and their rationale for asking them. • copies of the questions can be distributed and used for several activities such as sorting them into ones that have similar key words, ones that are factual or inferential, ranked in order of amount of thought involved, etc. They provide an excellent introduction to the Question-Answer Relationship (QAR) strategy
Retell in Role	
What	a strategy in which children retell a story they have heard, seen or read, by assuming the role of one of the characters in the story.
Why	<ul style="list-style-type: none"> • provides an effective catalyst for powerful writing • facilitates active engagement with the text • facilitates extended thinking and comprehension
How	<ul style="list-style-type: none"> • after reading a thought provoking story to a group of students engage them in a mock interview in which one person (initially the teacher) is the interviewer while the students pretend to be one of the characters

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	<ul style="list-style-type: none"> • have them respond to questions that require them to really think like the character • question their actions, motivations, perceptions, etc. in the story • ask them to change characters to experience a different perspective • following the discussion, have the students write their version of the story from the perspective of the character they have chosen
Sentence, Paragraph, Story Frames	
What	an approach to language instruction, similar to a cloze passage, in which the vocabulary and/or structure of written language is taught by providing the students with a partial 'framework' of the expected written piece prior to writing. This approach is used extensively in the Knowledge Framework approach developed by Bernie Mohan of UBC for ESL students but is equally supportive for other students who are struggling.
Why	<ul style="list-style-type: none"> • allows the student to focus on building content vocabulary • students work with meaning-laden, structural phrases • facilitates oral rereading • demonstrates what an expected genre should look like • provides a framework to which students can link their thinking and express their understanding • provides a format through which language-challenged students can participate in content lessons • level of support can be matched to the student need
How	<ul style="list-style-type: none"> • a copy of the expected/desired text is given to the student with parts of it 'blanked out'. • the student fills in only the missing parts. • the words that are left in the passage comprise the 'structural' language associated with the genre. For example, comparative language, such as <i>larger than, more than, equal to</i>, etc., connective language, such as <i>then, next, in addition to</i>, etc., or genre specific language such as <i>First the character ...</i> or <i>This book is similar to...because...</i>, etc., would be provided for the student in the expected writing style (sentence, paragraph, essay, etc.). • the student then only has to fill in the content words. • the amount of structural language provided decreases with the competence of the student and the difficulty of the material.
Shared Reading	
What	an instructional technique in which the teacher reads with, and models strategies for a group to demonstrate effective reading behaviours.
Why	<ul style="list-style-type: none"> • encourages students to share their thinking with others

Notes

	<ul style="list-style-type: none"> • opportunity for teacher to demonstrate print conventions and reading strategies • opportunity for teacher to model self-questioning and monitoring strategies • opportunity for students to engage in a variety of text levels and genre
How	<ul style="list-style-type: none"> • the teacher leads the class or group using a common text • the focus is on direct instruction and teacher modelling of how proficient readers interact with text. • use Big Books, charts, pocket charts, overheads – any text that is large enough for all to see or have multiple copies • invite the children to read with you • as you are reading, demonstrate reading techniques such as left to right, return sweep, use of title, prediction, etc. • engage students in a discussion about reading strategies such as rereading, reading ahead, use of picture and print clues, etc. • make sure struggling students are actively engaged in the discussion
Segmentation (Sound in Parts SIP)	
What	a strategy that encourages children to break or segment words into their component parts to facilitate spelling. Although it sounds simplistic, this phonological processing skill presents significant difficulty for many challenged spellers.
Why	<ul style="list-style-type: none"> • helps children apply their phonics knowledge • provides direct instruction and guided practice in segmenting words into manageable parts • provides opportunities to focus on common letter clusters and make generalizations • promotes confidence and independence • encourages metacognitive awareness that small parts are easier to spell and there are effective ways to use this knowledge
How	<ul style="list-style-type: none"> • discuss difficulties, frustrations and successes in spelling longer words • suggest that some words are just too big to tackle all at once and that it is easier to do a little bit at a time • reinforce, through clapping or intonation, the concept of 'beats' or sounds in words • some students will need much practice in just saying words in parts • model how this concept is useful for spelling multisyllable words • draw attention to common letter clusters • model the need for visually monitoring the word after it is written

Notes

	<ul style="list-style-type: none"> • have students write their personal understanding of this strategy in their learning logs
SQ3R (Survey, Question, Read, Review, Reflect)	
What	A strategy developed by Wason-Ellan (1994) for maximizing the effectiveness of text reading for getting key information and identifying main ideas.
Why	<ul style="list-style-type: none"> • encourages students to interact with text in a purposeful manner • gives a procedure for getting information from text • provides direct instruction in effective reading strategies • encourages active reading and reflection through the development of questioning strategies
How	<ul style="list-style-type: none"> • teach, through modelling, the steps to the procedure • Survey: skim the passage looking for big ideas, pictures, graphics, bold words, sidebars, etc. • Question: think of questions you will or would like to have answered as you read • Read: to find the answers • Review: look back at specific sections of the text for confirmation, missing information • Reflect: summarize the text. How does this connect with what you already knew or thought you knew? • It is useful to keep a prompt card with this strategy on it as a bookmark
Text Analysis	
What	a strategy suggested by Carol Santa (1988) for teaching students (especially middle and secondary) to effectively access information in text and reference books. Using common text features, they are taught to analyze the book for the system in which the publishers have presented the information.
Why	<ul style="list-style-type: none"> ▪ helps students to make sense of content information ▪ helps students to be critical, evaluative users of text ▪ teacher text features that are used to organize information, making it more accessible
How	<ul style="list-style-type: none"> • it is important that students understand the text features that are useful in effectively getting information from content resources, and that some texts are better than others in presenting the information • prior to beginning use of a new reference or text book have students preview the document for the text features, (boldface type, sidebars, index, glossary, graphics, Table of Contents, chapter questions, question prompts embedded in the text, captions, etc) • have students explore the text in cooperative groups to maximize discussion and reflection

Notes

	<ul style="list-style-type: none"> • facilitate a large group discussion about how the text features are best used to help make the text more user-friendly • have the group(s) evaluate the text for clarity, usefulness, and organization
Text Reconstruction	
What	An instructional technique outlined by Constance Weaver in which familiar text is cut apart into paragraphs, phrases, words or letters and reconstructed by the student. This strategy is appropriate for developing both sight words and comprehension.
Why	<ul style="list-style-type: none"> • encourages students to focus on targeted language features in a contextual format • develops language concepts of <i>word, letter, paragraph, etc.</i> • develops sight vocabulary • reinforces the importance of language maintaining meaning • makes language manipulative • allows the student to work with written language in a supportive and manageable format
How	<ul style="list-style-type: none"> • material to be reconstructed can be stories students are reading, new pieces, or language experienced sentences or stories • the work can be photocopied or written on sentence strips • the selected piece is cut into paragraphs, sentences, phrases, words or letters. The smaller the unit, the more difficult the reconstruction. • students, individually or in partners or groups, reconstruct the piece monitoring to ensure it looks right and makes sense. • the teacher directs the learning by planning how the text will be cut up. Cutting into larger chunks focuses on meaning and comprehension. Cutting into words or letters focuses on phonics or spelling.
Word Banks	
What	Word Banks are personal dictionaries used within the writing process. Students create an alphabetized list of words that they may refer to when writing or use for personal spelling lists.
Why	<ul style="list-style-type: none"> • provides a personal dictionary for use in independent writing • provides an opportunity to write correct spelling, thus creating a mental image of the correct word • develops an attitude that spelling is important • provides an effective, simple means of locating needed words • provides an opportunity to highlight and focus on key letter sequences of new words • provides a list of self-selected words for spelling lists
How	<ul style="list-style-type: none"> • using small notebooks students create a personal dictionary by

Notes

	<p>placing one letter on each double page spread</p> <ul style="list-style-type: none"> • words are entered in list form as this promotes visual analysis and organization • accuracy in entering words is vital so students should know that 'ask and expert' and 'using a dictionary' are good strategies for entering words, but sounding them out is not because there is chance for error • the teacher should frequently monitor the books for accuracy • if the teacher provides the word, it should be printed on the board or another piece of paper. <ul style="list-style-type: none"> • This provides the correct visual stimulus for the student and the spelling is reinforced through tactile memory as the student writes the word in their book. ▪ Having the student say the words out loud as they write the word provides an auditory stimulus as well.
Word Sorts	
What	Sorting and classifying activities , as described by Pat Cunningham (1995) require children to focus on specific structures of words, thus creating or reinforcing both visual and auditory memory. In this context, students are provided with a list of themed or high-frequency words and are directed to <i>sort the words into categories</i> . The categories may be teacher directed or devised by the students.
Why	<ul style="list-style-type: none"> • it is an activity in which all children can participate • it makes language manipulative - children are actually able to move words around • it helps children become aware of visual and/or auditory structures of words • it provides an opportunity for children to verbalize their observations about the words and to hear other students ideas • it reinforces that it is important to spell high-frequency words correctly
How	<ul style="list-style-type: none"> • students should work in partners or small co-operative groups • they are provided with a list of words. These may be a list of theme words that had been brainstormed, a selection of high-frequency words, or words from a story. The list should contain about 20-30 words. • initially have students sort the words into any categories that make sense to them. They often come up with interesting categories that teachers may never have thought of. As long as they name (explain) the category, it is legitimate because it represents commonalities that they have observed. • a useful trick is not to get the students to glue the words down. Once they have sorted the words in one way, ask them to resort them into different categories. This really encourages extended

Notes

	<p>thinking</p> <ul style="list-style-type: none"> • the goal is for children to analyze the words to help them remember the spelling, so any analysis is beneficial • it is also beneficial for the teacher to suggest the categories to target specific phonemes or spelling patterns. These categories may be as simple as visual similarities (<i>"What words go together by the way they look?"</i>) or auditory similarities (<i>"What words go together by the way they sound?"</i>). More complex ones include initial and final sounds, rhyming patterns, medial consonants, vowel sounds, letter clusters, endings, meaning related words, word origin - the list is endless. • have the groups add to the category lists they create to further extend and apply their understanding <p>provide time for each group to share their thinking with the class</p>
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Word Wall

What	a strategy developed by Patricia Cunningham (1995) for compiling and focusing attention on important words. A wall-sized list of high-frequency or theme words is created on cards and displayed on a wall chart under the alphabet letter. The words will be used for many purposes and activities.
Why	<ul style="list-style-type: none"> • provides an easily accessible visual reference for high frequency words • encourages student to spell these words correctly • provides a bank of relevant words for word study activities and direct instruction
How	<ul style="list-style-type: none"> • high frequency or theme words the children are using are put on cards or listed under the alphabet letter heading • these are displayed in the room so that they are clearly visible and readable • duplicates of the words on cards should be made for use by students or in word study activities • choose a small number of words to do focused instruction on a regular basis • new words should be added continually

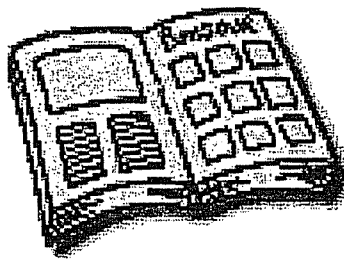
RECORD KEEPING

Records of assessments, parent communication, forms, plans, student work, etc. should be kept for future reference. Under the Freedom of Information

Notes

Act such records are available to parents upon request - "parents of school-age students shall be permitted to examine all student records kept by the district while accompanied by the principal or the principal's designate to interpret the records." Records are generally kept in one or more of the following locations:

Learning Assistance File	<ul style="list-style-type: none"> • Notification to parents • Language inventories • Informal Reading Inventories • Writing Samples • Comparative work samples • Articulation forms • Team forms (usually also kept in Team binder) • LA Referral forms • Referrals for testing • Summaries of running records
Cumulative File	<ul style="list-style-type: none"> • IEP • Student Learning Plan • Transition Plans • Non-Confidential Assessment Information • Report Cards
Confidential File	<ul style="list-style-type: none"> • Aptitude Tests • Confidential Reports • Reports from outside agencies • Support Log (optional)

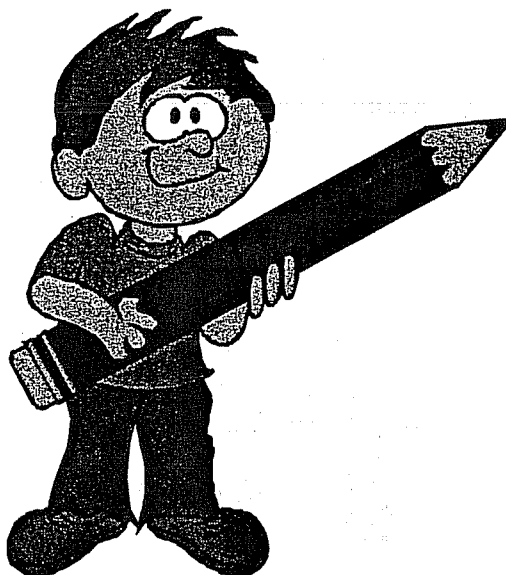


Notes

ASSESSMENT

The purpose of the assessment should determine the selection of the instrument(s) to be used. Assessment usually begins at the informal level in the classroom, where the teacher administers curriculum-based tests or quizzes associated with the learning outcomes for the grade level. The teacher may have questions about a child's achievement that triggers the involvement of the learning assistance teacher and school-based team.

The LAT may also conduct informal tests such as a reading inventory and screens for basic skills i.e. phonological knowledge and reading vocabulary levels. The diagnostic fine-tuning of the student's problems often includes the use of standardized, level B tests i.e. Canada Quiet, PPVT- III. Such standardized testing is an essential component of an assessment process that can culminate in the administration of intelligence measures by the school psychologist.



Commercial Instruments

The following are examples of many of the commercial tests that are commonly in use. The information in italics gives the current publisher or supplier.

	Age/Grade	Auditory Processing	Reading Decoding	Reading Strategies	Reading Comprehension	Written Expression	Writing Mechanics	Oral Language Concept Dev.	Reasoning/Aptitude	Math
Alberta Diagnostic Reading Program 1981 <i>(Alberta Education – Teacher’s Book Depository)</i>	Grade 1-6		✓	✓	✓					
Basic Reading Inventory, 2 nd ed. 1999 [Jerry Johns] <i>(Kendall Hunt)</i>	Grade 1-12		✓	✓	✓		✓	✓		
Boehm Test of Basic Concepts – 3rd Edition (Boehm 3) (2000) <i>(Psychological Corp)</i>	Grade K - 2	✓						✓	✓	
Burns & Roe Reading Inventory	Grade 1-6		✓	✓						
Boehm Test of Basic Concepts – Revised <i>(Psych Corp/Harcourt Brace)</i>	Gr. K - 2							✓		
The Brigance Comprehensive Inventory of Basic Skills – R (1990’s) <i>(Curriculum Associates)</i>	Pre K - 9	✓	✓							✓
Canada Quiet 1990 <i>(Canada Edumetrics)</i>	Gr. 2-12		✓		✓					✓
Checkpoints <i>(Core Learning)</i>	K - 2		✓	✓	✓					

	Age/Grade	Auditory Processing	Reading Decoding	Reading Strategies	Reading Comprehension	Written Expression	Writing Mechanics	Oral Language Concept Dev.	Reasoning/Aptitude	Math
Clinical Evaluation of Language Fundamentals (CELF-3) (<i>Psychological Corp</i>)	Ages 6-21.11		✓							✓
Gray Oral Reading (GORT-3) (1992) (<i>Psycon</i>)	Ages 7.0 – 18.11		✓		✓					
Kaufman Test of Educational Achievement (K-TEA) (1999) (<i>Psycon</i>)	Ages 6 – 22		✓							
Observation Survey of Early Literacy Achievement, An Marie Clay, Heinemann,	Ages 6:0 – 7:3		✓	✓		✓	✓			
Peabody Picture Vocabulary Test III (PPVT) (<i>Psycon</i>)	Ages 2.6 – 90+							✓		
Phonological Awareness Test (1997) (<i>LinquiSystems</i>)	Ages 5 - 9	✓								
YOPP – SINGER (see appendices)		✓								
Test of Non-Verbal Intelligence (TONI-3) (1997) (<i>Psycon</i>)	Ages 6 adult								✓	
Test of Phonological Awareness (TOPA) (1994) (<i>Psycon</i>)	Gr. K – 12	✓								

	Age/Grade	Auditory Processing	Reading Decoding	Reading Strategies	Reading Comprehension	Written Expression	Writing Mechanics	Oral Language Concept Dev.	Reasoning/Aptitude	Math
Test of Auditory – Perceptual Skills (TAPS) (TAPS-R) (1996) (TAPS – UL) (1994) (<i>Psycon</i>)	Ages 4-13 12-18	✓						✓		
Test of language Development – Primary (TOLD-P:2) (<i>ProEd</i>)	Ages 4.0-12.11	✓						✓		
Test of language Development – Intermediate (TOLD-I:2) (<i>ProEd</i>)	Ages 8.6-12.11	✓						✓		
Test of Reading Comprehension (TORC)	Ages 7 - 18						✓			
Test of Written Spelling (TOWS) (1999) (<i>Psycon</i>)	Gr. 1 – 12						✓			
Test of Written Language (TOWL 3) (1996) (<i>Psycon</i>)	Ages 7.6 – 17.11						✓			
Weschler Individual Achievement Test (WIAT) (1992) (<i>Psych Corp</i>)	Ages 5 - 19		✓		✓					✓
Woodcock Johnson Reading Mastery Test (1998) (<i>Psycon</i>)	Ages 5.0 – 75+		✓		✓					
Woodcock Johnson Achievement Test Revised (WJ-R) (<i>Nelson Thomson Learning</i>)	Gr. K – Univ. Grad.	✓	✓		✓	✓	✓			✓

Notes

The value of assessment activities should be judged by the extent to which they contribute to what happens – directly or indirectly – between teachers and students.

*Paul G. LeMahieu
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ASSESSMENT PROCESS

The purpose of assessment is to make good instructional and placement decisions. Information needs to be gathered in order to develop a comprehensive student profile that will assist in planning for the student. The assessment process should answer the question, “*What is best for the student?*”. To answer this question, a multi-faceted approach which gathers information about the student’s strategies, metacognition, attitude, interest and experience is optimal. The following are suggested ways to gather the necessary information. They are not meant to be completed in the sequence in which they are presented.

Performance Standards

The Performance Standards are a set of rating scales that represent the collective professional judgments of a significant number of BC educators about what student performance is expected to look like at specific grade levels. They are a valuable tool for both regular and special education teachers, providing information that will enhance and support the assessment process.

Copies are available at each school and on the Ministry website at www.bced.gov.bc.ca

Purposes

The Performance Standards were designed to:

- describe what student performance is expected to look like at specific grade levels
- ‘illustrate’ various levels of achievement
- build on the descriptive language used in the Reference Sets
- zero in on specific kinds of tasks at specific grade levels
- be used for evaluation
- address the question “*How good is good enough?*” What does it look like when a student’s work has met at least the minimal levels of expectations at this grade level?”

The Performance Standards provide descriptors for student work that:

- *does not meet yet expectations*
- *meets expectations at a minimal level*
- *fully meets expectations*
- *exceeds expectations*

Using the Standards

The most valuable ways to use the Performance Standards is to duplicate a copy of the Quick Scale and use a highlighter to indicate the descriptors that best match the work being assessed.

Resist the temptation to simply look at the scale and the work and make a 'guestimation' about the level. Assigning a 'level' is only one of the benefits of the Performance Standards, and you may even find the results surprising! The original copy may be used on subsequent dates by using an alternate color of highlighter providing a tangible record that may be referred for analysis, planning, tracking, collaborating, reporting, etc.

Performance Standards are then invaluable for:

- | | |
|--|--|
| working with students: | <ul style="list-style-type: none"> • creating a comprehensive, holistic student profile which clearly delineates areas of competence as well as areas which need work, often creating a more realistic (either positive or negative) picture of how much the student can accomplish within the regular curriculum • providing a 'scoring guide' or benchmarks to assess and diagnose and evaluate student performance • setting individual student goals using the descriptors as practical 'next steps' • planning and implementing instructional activities based on the profile created • monitoring and tracking progress in student performance using the cumulative, color-coded record, • conferencing and setting criteria with students about literacy goals • <u>developing structured written comments</u> |
| working with teachers and parents | <ul style="list-style-type: none"> • setting goals for classes or schools using profiles of larger groups such as created by doing cross-grade or school-wide coding and evaluation. • enhancing communication and reporting through the establishment of a common language and literacy goals • providing the basis for setting classroom/school expectations, plans and criteria building on a shared vehicle • providing a tool for describing achievement to students, classroom teachers and parents • helping teachers to broaden their perception of how much of the classroom program students can manage • fostering consistency in evaluation • providing a catalyst for parent conferences |

Notes

- helping parents to realistically understand their child's progress in relation to typical expectations for the age/grade
-
- working with schools**
- providing a vehicle for evaluating literacy programs
 - developing a shared vocabulary and consistency of language
 - developing a class/group profile to support instructional decisions
 - providing consistent approaches to student achievement and behaviour

Discussion/Collaboration:

Pre-conferencing with the classroom teacher(s) is necessary at the outset of the problem solving process in order to gather information regarding the student's performance in school. Academic, socio-emotional and behavioural information may be gathered to create a student profile.

Observation of Student:

Observing the child within the school setting(s) while he/she is participating in tasks for which a teacher has expressed concern will provide very valuable data from which to design instructional strategies and guide the assessment process to address the student's needs. Discussion with the student's teacher(s) must occur during and/or after the observation session. A significant discrepancy between performance standards and the student's performance may become evident.

Observations may include:

- Ability to listen and follow directions in the classroom, small group or in a 1 to 1 situation
- Observe in a variety of situations such as: classroom, small group, gymnasium
- Interaction with other children such as cooperative learning groups, paired learning situation, transitions
- Level of participation during class lessons: such as contributions made during oral lessons, ability to complete assigned tasks
- Student's ability to meaningfully use classroom reading materials/texts/written instructions
- Expressive language, oral or written: for example ask the student to explain the directions and/or what was learned during the class lesson, observe the student as he/she completes the written assignment
- Classroom based tests: observe the student's ability to complete a test including following directions, knowledge of content and presence of anxiety

File Check:

- Cumulative File
- Confidential File
- Previous school information, may require calling the school
- Service history: What types of interventions have been provided
- Health records
- Hearing and vision assessments
- Attendance: possibility of transiency

Parent/Teacher Conference:

Sharing of pertinent information will add information to the student's profile including:

- Transiency
- Health
- Attendance
- Student and family needs
- Social and emotional needs
- Developmental milestones
- Academic history

Planning with classroom teacher:

Collaborative exploration of all possible options is essential in meeting student needs. Discussion may include:

- Assessment outline
- Adaptations and modifications which may be implemented
- Classroom instructional design options
- Support options including: TA, ESL, SLP, counselling, gifted, Behaviour Outreach, occupational therapy, physiotherapy, etc.
- Learning Assistance program options
- Scheduling and timetable options

Interviews/Conferencing with Student

Important information can be gleaned through informal conversations with the student as well as through the use of:

- Reading/writing interviews
- Learning style inventories
- Questions about:
 - Attitude toward school, learning and their current performance
 - Student needs and goals
 - Self-esteem
 - Student motivation
 - School, out of school extra curricular activities
 - Social support network, ie. friends, classroom interactions
 - Class placement

Notes

People involved in the Assessment Process

- Student
- Teachers
- Learning Assistance Teacher
- Speech and Language Pathologist
- Mainstream support teacher
- Behaviour Outreach teacher
- School Counsellor
- School Nurse
- District Nurse Coordinator
- District Psychologist
- Occupational Therapist
- Physiotherapist
- ESL teacher
- District Coordinators

Assessment Techniques

Assessment information should be gathered by using multiple and varied assessment techniques in order to obtain a comprehensive profile of student learning styles and achievement levels. Active observation (looking, seeking, asking questions, listening, and probing) is the most valuable source of information, especially when it is focused on student engagement in authentic tasks.

The following are a list of structured assessment activities designed to provide information for evaluation and program planning.

Literacy Assessment Tasks:

Literacy Screen

What	<ul style="list-style-type: none"> • an observation strategy to find out what word identification and comprehension behaviours are used. The behaviours noted are recorded on a checklist and provide initial screening information upon which to plan further assessment needs.
Why	<ul style="list-style-type: none"> • helps to decide whether further assessment is required • helps to select strategies for further evaluation • helps to monitor progress
How	<ul style="list-style-type: none"> • the checklist may be filled in as reading and writing behaviours are observed • judgments should be based on teacher observation during classroom activities that involve literacy • make judgments based on how often behaviours are observed
Scoring	N/A. The pattern of behaviours indicates the need for further assessment.

Commercial Possibilities:

• Alberta Diagnostic Reading Program

Phoneme Discrimination Test

What	<ul style="list-style-type: none"> a method of gaining information about the level of phonemic awareness and confidence in using print. A sentence is dictated by the teacher and written by the child. The number of phonemes that the child is able to represent is documented.
Why	<ul style="list-style-type: none"> important to determine how well a child is able to discriminate and reproduce sounds in words shows how comfortable the child is in writing unknown words
How	<ul style="list-style-type: none"> dictate a selected sentence to the child read/say the sentence at a normal rate and then repeat slowly word by word. encourage the child to write the words as he/she hears them, saying problem words slowly, listening for sounds they hear if a word cannot be completed leave it out
Scoring	<ul style="list-style-type: none"> score 1 point for each sound the child records <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>The qu-i-ck br-ow-n f-o-x j-u-mp-ed o-v-er t-he</i> 2 3 3 3 4 3 2 <i>l-a-z-y d-o-g.</i> 4 3</p> </div>

Commercial Possibilities

- Foundations Reading Program

Phonological Awareness

What	<ul style="list-style-type: none"> phonological awareness is the child's conscious awareness that words are made up of identifiable sounds as well as the ability to discriminate and manipulate those sounds. These activities ask the child to discriminate rhyme and initial sounds and to blend and segment phonemes.
Why	<ul style="list-style-type: none"> the ability to discriminate and manipulate the individual sounds in words is critical to successful reading unless the child has this ability, it is unlikely he/she will be successful in learning phonics
How	<ul style="list-style-type: none"> a number of component 'tests' may be administered to determine a student's phonemic proficiency word pairs may be presented in which the student is to identify the rhyming couplets word pairs may be presented in which the student is to identify those that start the same word pairs may be presented in which the student is to identify a real word from an onset/rime prompt (<i>what word would you get if you added 'm' to 'at'?</i>) students may be asked to identify a word that is presented broken into parts (segmented) words may be presented and the student asked to break them

Notes

	<p>into parts</p> <ul style="list-style-type: none"> • all of these will give you information about how a child processes the sounds of the language • it is not necessary to administer all these measures, only those that are necessary to yield enough information for programming
Scoring	<ul style="list-style-type: none"> • one point is given for each correct response
Commercial Possibilities	
<ul style="list-style-type: none"> • Test Of Phonological Awareness (TOPA) • Phonological Awareness Kit (primary & intermediate) • Yopp-Singer Test of Phoneme Segmentation • Scholastic Phonological Awareness Kit 	
Diagnostic Dictation	
What	<ul style="list-style-type: none"> • a method of gaining information about the level of spelling competency knowledge a child has. Selected words are dictated by the teacher and written by the child. The words are selected to represent both phonetically regular and high frequency words. Both phonetically encodable and common sight words are presented as they give different types of information
Why	<ul style="list-style-type: none"> • important to determine how well a child is able to spell regular and irregular words • provides information about how a child attempts words that he/she may not <i>choose</i> to write in his/her independent writing • provides information about knowledge of letter patterns or clusters and common sight words
How	<ul style="list-style-type: none"> • words/word lists chosen should include a variety of graphophonic patterns and high frequency words • dictate selected words to the child • encourage the child to write the words as best he/she can
Scoring	<ul style="list-style-type: none"> • score 1 point for each word the child writes correctly • look for patterns in the errors
Commercial Possibilities	
<ul style="list-style-type: none"> • Test of Written Spelling (TOWS) 	
Writing Vocabulary	
What	<ul style="list-style-type: none"> • By asking the child to write 'all the words he/she knows', information is gleaned about writing vocabulary, graphophonic knowledge, spelling, print conventions and confidence with print.
Why	<ul style="list-style-type: none"> • gives information about the child's basic writing vocabulary and confidence in using print • is based on a demonstration of authentic writing knowledge, using words that are 'owned' by the student

	<ul style="list-style-type: none"> • good correlation with words that the child recognizes in reading • requires no preparation to administer
How	<ul style="list-style-type: none"> • direct the child to write 'all the words he/she knows', starting with his/her name • if a child is unable to write any words, prompt by asking him/her to write any single or two letter words such as 'a', or 'is' • when the child stops writing you may suggest other words he/she might have met in books etc. • continue for 10 minutes or until the child's vocabulary is exhausted
Scoring	<ul style="list-style-type: none"> • 1 point for each correctly spelled word • do not count letter reversals or substitutions of capital letters for small letters
Commercial Possibilities	
<ul style="list-style-type: none"> • Observation Survey 	

Print Knowledge

What	<ul style="list-style-type: none"> • Documentation of what a child appears to understand about how to use text and the conventions associated with it
Why	<ul style="list-style-type: none"> • Important to determine what the child understands about 'how print works' and 'reading behaviours' • Indicative of familiarity with books and print • Identifies misconceptions about books and print
How	<ul style="list-style-type: none"> • Observe a child while he/she is on the enclosed checklist
Scoring	<ul style="list-style-type: none"> • Record observations on the checklist • one point for each behaviour noted consistently
Commercial Possibilities	
<ul style="list-style-type: none"> • Observation Survey • Foundations Reading Program • Alberta Diagnostic Reading Program 	

Word Recognition

What	<ul style="list-style-type: none"> • students are asked to read a list of frequently used words. The words represent both phonetically regular and irregular words.
Why	<ul style="list-style-type: none"> • gives information about how well the child is beginning to acquire word recognition skills • gives information about use of phonics • gives information about ability to recognize words in isolation
How	<ul style="list-style-type: none"> • present the list to the child and ask him/her to try to read down the list
Scoring	<ul style="list-style-type: none"> • one point for each word read correctly or self-corrected

Notes

Commercial Possibilities <ul style="list-style-type: none"> • many word lists are available, including Dolch, Sitton, Ves Thomas, etc. • Observation Survey • Foundations Reading Program • Jerry Johns Basic Reading Inventory 	
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Miscue Analysis / Running Record

What	<ul style="list-style-type: none"> • method of assessment that provides information for instructional decisions based on analysis of errors or miscues. The errors are analyzed to provide insight into gaps or misconceptions in a child's processing of print.
Why	<ul style="list-style-type: none"> • provides information on which to plan instruction that responds to demonstrated needs • provides insight into the thinking process of the child in relation to reading • provides information about misconceptions that need to be altered • provides information about reading strategy use • provides an ongoing record of reading progress
How	<ul style="list-style-type: none"> • prepare or obtain a 'script' of the passage the child will be reading <u>or</u> use the Running Record sheet (blank paper may also be used) • show the story to the child, encouraging him/her to look at the title and pictures and make predictions as he/she would in a 'normal' reading situation • read the title of the text to the child • ask the child to read you the story • as the child is reading, use a shorthand system (sample enclosed) to record the story exactly as the child reads it. • documentation should include self-corrections, omissions, insertions, errors recorded phonetically, rereading of passages, requests for help, etc. • record any information that seems to give you clues to the following questions about what the child says, does, or thinks as he/she is reading. <i>(There is no right or wrong way to do this strategy. The goal is simply to gain information!)</i> <ul style="list-style-type: none"> • <i>Is he/she able to monitor and predict words while reading?</i> • <i>Does he/she use syntactically correct language?</i> • <i>Does he/she recognize missing letter clusters?</i> • <i>Does he/she read ahead to predict words?</i> • <i>Does he/she use appropriate vocabulary?</i> • <i>Do the words make sense in the sentence? In the passage?</i> • When the child has finished reading, the Retelling Strategy will provide information on comprehension
Scoring	Following reading session: <ul style="list-style-type: none"> • information, rather than scores are important in analyzing

- miscues.
- miscues are recorded on the analysis sheet and examined to determine the strategy used or the cueing system accessed.
Ask yourself "Why did the child say this?"
- (See recording sheet for other questions that are answered through such analysis.)
- from the analysis professional judgement will indicate areas for further instruction

Commercial Possibilities

- Observation Survey
- Alberta Diagnostic Reading Program

Retell

What	<ul style="list-style-type: none"> a technique to gauge comprehension in which students provide a retelling of a story or report just read
Why	<ul style="list-style-type: none"> provides an authentic assessment of how well the student has understood the story or passage, gives evidence of how well they can identify the main ideas and supporting details without restricting thinking to predetermined questions
How	<ul style="list-style-type: none"> following reading, have the student retell the story in his or her own words "Pretend I have never heard this story and tell me all you remember about it." If the child is hesitant, you may prompt - "Tell me anything you remember." <ul style="list-style-type: none"> <i>Can you remember anything else?"</i> <i>"Why do you think he/she did that?"</i> if the child has no more ideas to add and has missed important ideas in the story direct questioning can be used to determine the level of comprehension note the number of accurate details and 'big ideas' included <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <i>Is sufficient detail included?</i> <i>Is the information presented in logical sequence?</i> <i>Is the main idea or theme included?</i> <i>Does the student show understanding of the characters?</i> <i>Does the student synthesize information from all parts of the story and/or past experience?</i> <i>Does the student use background information as well as information from the story?</i> <i>Are the ideas presented mostly literal recall or are they inferential in nature?</i> </div> <ul style="list-style-type: none"> it is valuable to do this test more than once. The first time allows the student to volunteer information they think is important. Compare the difference when guiding questions are

Notes

	used. Is accurate information related? Does depth and quality increase?
Scoring	• see Retelling Recording sheet
Commercial Possibilities	
• Alberta Diagnostic Reading Program	
Comprehension Questions	
What	<ul style="list-style-type: none"> • a questioning strategy used, to determine the student's level of comprehension • these questions are most useful to supplement an independent retell
Why	• often students do not include sufficient information in an independent retell and further questioning is necessary to accurately assess comprehension
How	<ul style="list-style-type: none"> • once a student has completed an unaided retell of a story or piece of informational text, direct any additional questions necessary to ensure comprehension • make sure to include questions that require synthesis, analysis and interpretation in addition to questions that have a single 'right/wrong' answer.
Scoring	<ul style="list-style-type: none"> • if predetermined questions are used, give credit for any questions addressed in the Retell. Do not ask the student to repeat information already given. • score for each question answered
Commercial Possibilities	
<ul style="list-style-type: none"> • Alberta Diagnostic Reading Program • Jerry John's Basic Reading Inventory 	
Cloze Strategy	
What	• a strategy in which students are given a passage that has had letters, words or groups of words blanked out. The students are then required to supply the appropriate missing letters or words, indicating comprehension of the passage and knowledge of the text structure.
Why	• evaluate how well a student is able to apply cueing systems to make sense of the text, decode words, use syntactically correct language and vocabulary, etc.
How	<ul style="list-style-type: none"> • to administer a cloze, select a prepared passage or create one by blanking out selected or targeted parts. For example, blanked out sections may be: <i>letter clusters, individual words or phrases</i> <ul style="list-style-type: none"> • letter clusters in order to assess attention to graphophonic or featural analysis • individual words in order to assess attention to the student's use of context to monitor comprehension

	<p>or predict words</p> <ul style="list-style-type: none"> • phrases in order to assess comprehension. • students are directed to read the whole passage silently and then to go back and fill in the blank spaces. They are encouraged to attempt to fill in all blanks and not to be afraid to guess, or worry about spelling errors. • following the completion of the passage, the miscues may be analyzed using the chart "Cloze Analysis Record". (see appendices)
Scoring	<ul style="list-style-type: none"> • in traditional, formal cloze assessments, every fifth word is deleted and the passage is scored by comparing the student responses with the exact word from the original passage. However, it is not necessary to adhere to strict guidelines.
Commercial Possibilities	
<ul style="list-style-type: none"> • Alberta Diagnostic Reading Program 	

Benchmark Fluency/Reading Rate

What	<ul style="list-style-type: none"> • To determine the instructional and independent reading rate of the child, the words per minute and number of errors may be calculated. The 'level' of the book depends upon many factors, not just the number of syllables in each word. More importantly, these factors include number of words on each page, size of type, amount of white space surrounding the print, the predictability of the text, the support provided by the pictures, etc.
Why	<ul style="list-style-type: none"> • it is important to provide instruction using material that is within the child's range of difficulty - difficult enough to provide challenge, but not so difficult to interfere with strategy use • books that are too difficult will cause frustration and will not promote a desire to read
How	<ul style="list-style-type: none"> • have the student read from a pre-levelled book • take a 'running record' as the child reads <ul style="list-style-type: none"> • using a script or blank paper, record exactly what the child 'reads' • use a shorthand symbol system to document all errors and self-corrections as accurately and phonetically as possible • the goal is to be able to recall and analyze later what the child said and did during the reading session
Scoring	<ul style="list-style-type: none"> • calculate the student's reading rate (%age of words read correctly) to determine the student's instructional (>90%) reading level • record the words read per minute
Commercial Possibilities	
<ul style="list-style-type: none"> • Checkpoints Assessment Kit 	

Notes

Letter Naming

What	<ul style="list-style-type: none"> Students are presented with a sheet containing the letters of the alphabet presented randomly. They are asked to name the letters and the associated sounds.
Why	<ul style="list-style-type: none"> signals the child's familiarity with print important to determine the level of awareness of both the name and sound of the letters
How	<ul style="list-style-type: none"> present the sheet of letters point to the letters in random order and ask the child to identify them. "Can you find some that you know?" "Do you know its name?" "Do you know the sound it makes?"
Scoring	<ul style="list-style-type: none"> one point for each correct name one point for each correct sound

Commercial Possibilities

- Observation Survey
- Jerry Johns Basic Reading Inventory

Spelling Analysis

What	<ul style="list-style-type: none"> Method of assessment that provides information for instructional decisions based on analysis of spelling errors or miscues. The errors are analyzed to provide insight into gaps or misperceptions in a child's spelling knowledge
Why	<ul style="list-style-type: none"> Provides information on which to plan instruction that responds to demonstrated needs Provides insight into the thinking process of the child in relation to spelling Provides information about spelling strategy use Provides an ongoing record of spelling progress
How	<ul style="list-style-type: none"> a sample of a student's independent writing is analyzed to determine the types of errors or miscues made see recording sheet errors are recorded in categories and analyzed to determine the level of word knowledge, strategies used and writing fluency this information provides the basis for instructional decisions
Scoring	<ul style="list-style-type: none"> see Spelling Analysis recording sheet

Commercial Possibilities

- The Spelling Book

Writing Analysis

What	<ul style="list-style-type: none"> student writing is analyzed based on criteria for conveying meaning, style, vocabulary, form and mechanics
Why	<ul style="list-style-type: none"> give information about how well a child is able to express their

	<ul style="list-style-type: none"> ideas in print provides criteria on which to judge writing beyond the mechanics
How	<ul style="list-style-type: none"> a piece of student writing is analyzed according to established criteria see Writing Analysis recording sheet
Scoring	<ul style="list-style-type: none"> one point for each criteria met
Commercial Possibilities	
<ul style="list-style-type: none"> Performance Standards Writing Reference Set Test of Written Language (TOWL) 	

Interview/Questionnaire

What	<ul style="list-style-type: none"> Focused questions about literacy knowledge and use of strategies are directed to the child in either written or oral format. It is important that questions are read to the child, or clarified, as necessary to gain accurate information. Questionnaires may be created to assess both reading and writing.
Why	<ul style="list-style-type: none"> Provides information about a child's level of metacognition Provides insight into possible misconceptions a child may have about purpose of reading, strategies, print knowledge, etc.
How	<ul style="list-style-type: none"> Questions may be written or oral Students are asked to respond to questions about their strategy use or thoughts associated with processing print Questions such as "How would you help someone else?" are often more informative than direct questions give the child as much help as necessary to ensure he/she is able to read and understand the question, scribe if necessary – the object is to get information, not assess reading and writing
Scoring	<ul style="list-style-type: none"> if a score is desired, a point value may be assigned to each question a score of 2 would indicate a high level of metacognition, 1 would be minimally acceptable and 0 would indicate little or no metacognition
Commercial Possibilities	
<ul style="list-style-type: none"> The Spelling Book 	

Sample Spelling Error Analysis

<i>If the child wrote:</i>	<i>It is likely that:</i>	<i>It may help to:</i>
<i>Mi favrit time was wan...</i>	<ul style="list-style-type: none"> words were constructed by 'sounding them out' use of letter names rather than letter sound (mi=my) 	<ul style="list-style-type: none"> teach about word families in which 'y' represents the 'i' sound.

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		<ul style="list-style-type: none"> • teach about high frequency words such as 'when' and 'my' • use word lists to spell longer words
<i>Tow bears plaed with ...</i>	<ul style="list-style-type: none"> • used visual approach - reversed letters (tow=two) • s/he is aware of the 'ed' ending 	<ul style="list-style-type: none"> • reinforce visual monitoring
<i>Jerry and Benji are looking at the jeep becus ther are dogs in it.</i>	<ul style="list-style-type: none"> • used visual memory to spell becus and ther 	<ul style="list-style-type: none"> • prompt child to inspect the word when it is written
<i>went to the police stashon</i>	<ul style="list-style-type: none"> • used phonics to sound out 'shun' 	<ul style="list-style-type: none"> • teach complex letter clusters such as 'tion'
<i>he was a war hearo</i>	<ul style="list-style-type: none"> • the child used the known word 'hear' to construct 'hero' 	<ul style="list-style-type: none"> • praise the attempt to build on the known word • write the word 2 or 3 times and have the student select the best one based on visual cues
<i>The anumls weat to the rvr to drink...</i>	<ul style="list-style-type: none"> • phonics was used because the beginning and ending sounds are appropriate • is able to hear medial sounds • omitted the 'n' sound in went • used a visual strategy for 'went' (a is similar to n) perhaps know there should be a letter there • is able to segment multisyllable words 	<ul style="list-style-type: none"> • build on cluster families such as 'ent' • reinforce high frequency words
<i>wet (went) to cap (camp) and ... jump off the dok (dock)</i>	<ul style="list-style-type: none"> • omitted the prenasal consonants ('n' in went and 'm' in camp) but not in jump • may have used a visual strategy to spell jump 	<ul style="list-style-type: none"> • teach cluster families for words with prenasal consonants
<i>Onec upon a time...a gint stolle a bag of gold</i>	<ul style="list-style-type: none"> • probably used a visual strategy for 'once' and stole' because approximations are close and the other words are correct • knew the double ll pattern • used phonics for 'giant' 	<ul style="list-style-type: none"> • encourage visual monitoring • review words with double consonant patterns
<i>The girl was skaired she would loose her daller (dollar) before she got to the stour (store).</i>	<ul style="list-style-type: none"> • aware of letter cluster patterns (air, our) • uses rhyming patterns to spell new words (your for store, ball for dollar) 	<ul style="list-style-type: none"> • review cluster patterns for multiple ways to represent the same sound

NUMERACY

Numeracy is an inclusive term used when referring to the world of numbers and their application to everyday life. It has been described as part of literacy in that the student is not fully literate without the ability to problem solve at school, home and the workplace. We live in a technological world that demands we be able to read, understand and predict information presented in charts, graphs, databases, numbers, measures and monetary form. The National Council of Teachers of Mathematics (NCTM) has stated that without the ability to read and understand, no one can become mathematically literate and that the reverse is true also. Without the ability to understand basic mathematical ideas, one cannot fully comprehend the significance of the information appearing in the print media, television, radio and the Internet.

Numeracy and its effect on the individual can be more fully realized when we think of the world of banking, finance, stock market, sports statistics, technology, architecture, catering, medical research, etc all of which involve a number sense, a statistical sense, a spatial sense, a sense of relationship. We must prepare the students to communicate and understand the sophisticated world they are living in. Thus we enlarge our vision from arithmetic operations to mathematical computations to numeracy skills. However, we must never lose sight of the first steps and basic number facts that lay a solid foundation for numeracy to happen.

Source: Marie Giesbrecht; What is Numeracy? A Summary; LATA Newsletter: Mathematics. Volume 5 Number 2 Summer 2000. This issue of the Newsletter is almost completely on Mathematics and has a wealth of information and ideas for supporting Numeracy.

Numeracy Assessment

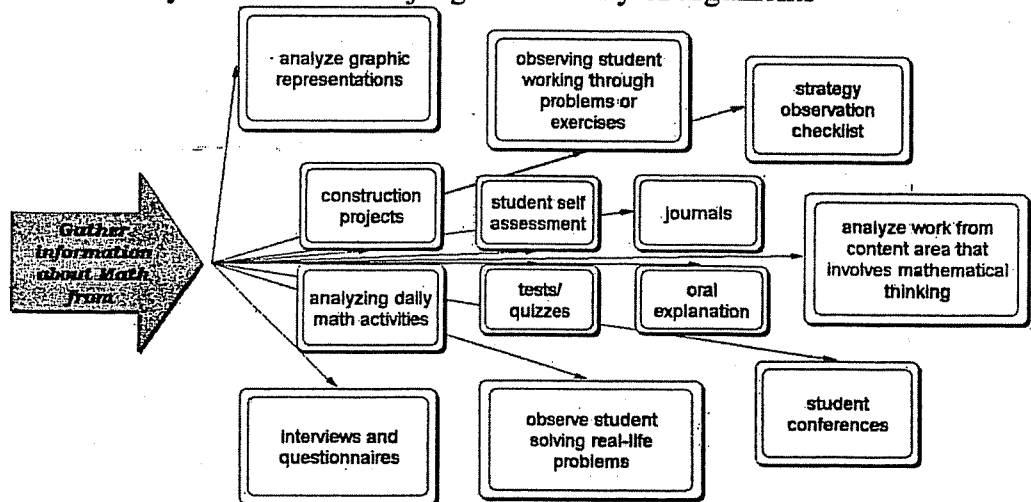
Assessment in Mathematics must mirror what we believe is important to success in Math. "Success" means more than being able to do the exercises in the textbook or even on the test. Some of the standards proposed by the NCTM dictate that evidence be collected about a student's ability to:

- demonstrate confidence and a positive, thoughtful disposition to math
- apply their knowledge to formulate and solve problems as well as verify and interpret the results
- reason and analyze
- understand concepts and procedures
- express mathematical ideas by speaking, writing, demonstrating and depict them visually
- understand, interpret and evaluate mathematical ideas from written, oral and verbal forms
- use mathematical vocabulary, notation and structure

Many assessment techniques can be used by mathematics teachers, including open-ended questions, constructed-response tasks, selected-response items, performance tasks, observations, conversations, journals, and portfolios.
Principles and Standards for School Mathematics.
NCTM, 2000

Notes

- recognize patterns and form conjectures
- verify conclusions and judge the validity of arguments



Clearly, attempting to gather information about this broad range of factors moves us beyond the traditional math tests and screens which can provide some useful information, but are very incomplete. Assessment must contain multiple sources of information that demand different kinds of mathematical thinking as well as present the same concept in different contexts and formats (*Assessment Standards for School Mathematics, NCTM, 1995. – Standard #2*). Evidence can be collected by observing what children can do, what they say (both oral and written) and through their products. Choose the methods that will be the best source of information for the construct you want to evaluate.

Screening instruments can provide a valuable overview about areas in which a student is experiencing difficulty especially if the teacher has the luxury of watching the student do the test. If not, analysis of the answers will provide clues to areas which will need support or further exploration. Examples of useful screening tests have been included in the appendices.

Performance Standards

Whatever methods are used to gather information about math knowledge and ability, the B.C. Performance Standards will be useful in evaluating the data. They will provide information about how the student is progressing in relation to the expected standards for the grade and directions for continued growth. The Standards will be of benefit in creating a student profile when used with multiple pieces of work. Although evidence from the assessment may place the student in the “Not Yet Meeting” category for their particular grade, or perhaps at a lower grade entirely, it is not the label that is important, but the developmental information. Criterion referenced data will be obtained about the current functioning level, important not only for the IEP, but instructional planning as well. The standards are meant to be used in the context of

Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

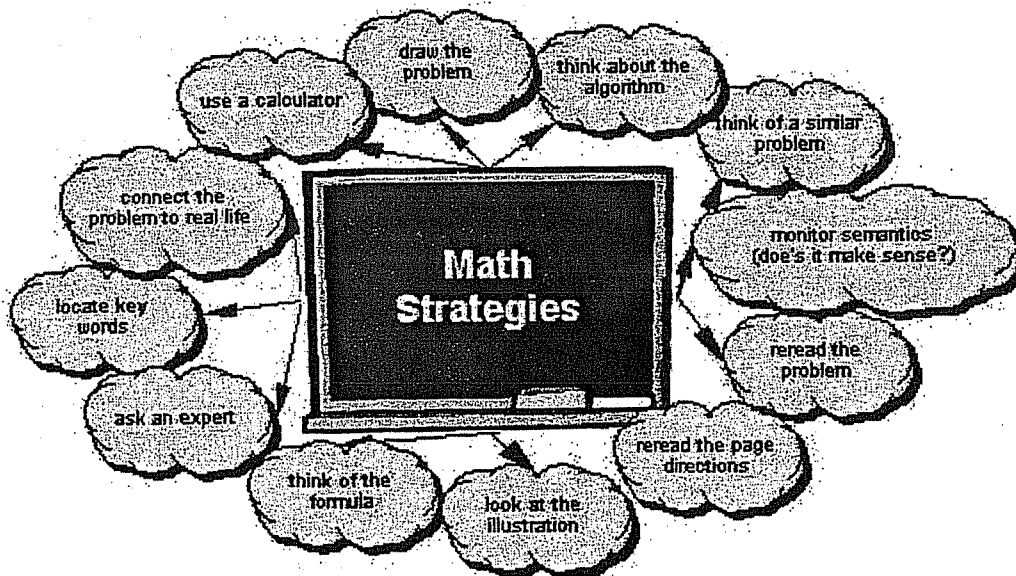
Principles and Standards for School

ongoing classroom instruction providing an invaluable resource in evaluating the quality of work gathered in the less traditional assessments above.

Numeracy Instruction

Unfortunately, learning mathematics *without* understanding has long been a common outcome of school mathematics instruction, especially for students who struggle. The focus has tended to be on memorization of facts and algorithms rather than on strategic understanding. All of the above noted constructs contribute to, or interfere with, success and therefore should be a part of any remedial support planned. Like spelling, math is not the “right or wrong” topic we have long considered it. It used to be easy to ‘mark’ math by using the answer sheet. With the current emphasis on problem solving and application, we now realize that there are many paths to the same solution and children must believe that there is no one right solution and that diversity in solving problems is not only acceptable but desirable. They must believe that “if this doesn’t work, then I can try”.

We have, in the past decade, come to understand and emphasize the many and various strategies that effective readers use. The same is true of effective math problem solvers. They reread the problem several times, look for key words, ask questions, think of similar problems, relate the task to real life, think of a formula, look at illustrations or graphics, draw a picture, check the directions, in short ... make the problem “make sense”. As with reading, they are continually asking themselves: “Does this fit with the information given in the problem?” “Does this look right?” “Does this make sense?” and making adjustments if it doesn’t.



Notes

An effective mathematics curriculum [typical or remedial] focuses on important mathematics—mathematics that will prepare students for continued study and for solving problems in a variety of school, home, and work settings.

Principles and Standards for School Mathematics.
NCTM, 2000

Notes

Math as Communication

Mathematics is usually conveyed in symbols, as a result oral and written communication about mathematical ideas is not always recognized as an important component of instruction.

When students are referred to L.A. for Math support we often ignore the importance of math as communication. The NCTM (2000) reminds us "Communication is an essential part of mathematics and mathematics education. It is a way of sharing ideas and clarifying understanding. Through communication, ideas become objects of reflection, refinement, discussion, and amendment. The communication process also helps build meaning and permanence for ideas and makes them public." It is often the language that seems to offer the most challenges to children and we have often looked to programs or approaches that minimize the language. Yet are we doing the children a favour by trying to circumvent the language? By integrating a variety of *reading, writing, speaking, listening, visualizing* and *representing* the concepts of mathematics we significantly increase children's ability to process their understanding, clarify their thinking, create, discuss and verify their hypothesis. They need to have language to think through concepts before working with abstract symbols. We encourage language development in all other content areas, why not mathematics? It is easy to substitute a calculator or grid to circumvent memory challenges related to basic facts but there is no way to get around deep understanding of mathematical processes and problem solving. If we try to help students by simply presenting mnemonic tricks for remembering algorithms or memorizing the operation that matches certain key words we are not truly helping children to be successful. Such an approach would equate to isolated skills instruction in reading without regard to comprehension or fluency.

Instructional Responses

If a student struggles using language to communicate math ideas with:	
Assessed by	<ul style="list-style-type: none"> analyzing daily work conferences journals
Instruction	<ul style="list-style-type: none"> have student verbalize their thinking to a friend or group make a picture of their concept or solution tell a story about the problem as a group brainstorm all the terms to refer to a specified concept (i.e.: percent, ratios, proportion,

Notes

	<p>etc.) and keep these posted in the room and in the student's notebook</p> <ul style="list-style-type: none"> • brainstorm all the 'math terms' the students can think of and have cooperative groups sort and classify them. Encourage them to sort them in several different ways to extend thinking. • Make an illustrated personal or class glossary of the math terms • personalize the problem by putting themselves in the story • document their thinking in a Math journal in their own words • make a web • graphic organizers or key visuals
Adaptations	<ul style="list-style-type: none"> • scribe • peer buddy • oral explanation • extra time on tests and quizzes • varied representation options
<p>If a student struggles with: developing math concepts</p>	
Assessed by	<ul style="list-style-type: none"> • conferences • daily work • tests and quizzes
Instruction	<ul style="list-style-type: none"> • have the student process the new concept in their first language • have the student paraphrase the new concept • have the student relate the concept to their personal experience • introduce new concepts as a 'whole picture' rather than the subparts to enable students to conceptualize relationships and anchor their learning • present the concept using real life applications (i.e.: recipes, budget planning, calculating sales tax, newspaper ads and flyers, construction tasks, etc.) • work from <u>concrete</u> level experiences (manipulation of objects) through <u>semi-concrete</u> level experiences (illustrations of objects) to an <u>abstract</u> level (symbols only) • work in cooperative groups to generate 'rules' for targeted concepts (i.e.: exponents, fractions, percentages, etc.) • encourage students to represent their thinking in a variety of ways – both visually and verbally, • reciprocal teaching • model the thinking processes related to the new concept

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	<ul style="list-style-type: none"> • have the student write about and/or illustrate their understanding of the concept in their math journal • teaching strategies such as Pair Share and Group Discussion encourage students to share and refine their thinking • have the student teach the concept to younger students • application problems done in cooperative groups to enable the students to hear other students discuss the concept and share their strategies
Adaptations	<ul style="list-style-type: none"> • peer buddy or tutor • cue cards taped to the desk or posted in the room •
If a student struggles with: Understanding the problem	
Assessed by	<ul style="list-style-type: none"> • conference - have the student explain how they arrived at answer • analyzing solutions showing the procedural steps
Instruction	<ul style="list-style-type: none"> • have the student paraphrase the problem • encourage the student to process the problem in their first language • have student create other problems around the concept • co-operative group • put the information into graphic organizers or key visuals • relate the problem to real world situations • act out the problem • identify the parts of the problem they are relatively sure they understand and ask specific questions about the parts that are confusing • reread (or have read) several times – slowly • give them the ‘answer’ and have them figure out and explain why it makes sense – work backwards • construct the problem using manipulatives • create a class or group glossary of terms
Adaptations	<ul style="list-style-type: none"> • buddy reader • highlighted key words • taped questions
If a student struggles with: recalling basic facts or algorithms	
Assessed by	<ul style="list-style-type: none"> • tests or quizzes • daily work • content area work requiring math application
Instruction	<ul style="list-style-type: none"> • direct instruction in observing patterns • teach sequentially, mastering one set of facts

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	<ul style="list-style-type: none"> before moving on short, timed daily math facts drill practice facts using multisensory methods (i.e. paint, color, visualization, sandpaper, felt, auditory cueing, walking while chanting, etc.) individual and cooperative games that incorporate use of fact recall' software games and activities for drill and practice mnemonic cues (best developed by or at least with the student)
Adaptations	<ul style="list-style-type: none"> calculator fact grids
If a student struggles with: attention to details	
Assessed by	<ul style="list-style-type: none"> daily work showing procedural steps student conference
Instruction	<ul style="list-style-type: none"> teach the student to predict the answer so they can monitor whether their answer 'makes sense' refer to calculator or grid for facts use chart paper to keep numbers aligned teach the student how to proofread work through modelling together look for patterns of where the student continually makes errors to develop metacognitive awareness thus cueing the student as to where to most effectively proofread work before handing in cue cards or checklists listing the steps in algorithms taped to desk
Adaptations	<ul style="list-style-type: none"> give marks for procedural steps peer buddy or tutor to assist with proofreading extra time on tests for proofreading
If a student struggles with: solving problems systematically	
Assessed by	<ul style="list-style-type: none"> analyzing daily work analyzing work from various subject areas involving mathematical thinking analyzing work on real-life problems
Instruction	<ul style="list-style-type: none"> teach the student to reread the problem as many times as it takes to make the problem make sense provide direct instruction in the sequential steps for effective problem solving have the student connect the problem to real life or personal experience <u>verbal rehearsal</u> or self-questioning/prompting. The steps of a problem are phrased as a question to activate memory. (i.e.: What does this problem look like in real life? What do I do first? Next I ... What clues are in the problem? Is this like another problem? What are

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	<p>the key words in this problem? Etc.) These questions can be taped to the desk or placed inside the notebook.</p> <ul style="list-style-type: none"> • have the student sub-vocalize the steps to the algorithm or problem. • have the student act out the problem • have students predict the answer before attempting to solve • have the student visualize and/or draw the problem • have the student paraphrase the problem • have the student identify key words in the problem • have the same problem 'solved' by several cooperative groups or individuals to validate and encourage divergent thinking. Students need to realize there is more than one way to solve a problem.
Adaptations	<ul style="list-style-type: none"> • cue cards for problem solving steps • work in cooperative groups with each person taking an active part (i.e.: recording the answers, illustrating the problem, etc.) • read the problem to the student • encourage various demonstration or representation options
If a student shows: exceptional mathematical talent	
Assessed by	<ul style="list-style-type: none"> • daily work • conferences • tests and quizzes • journals
Instruction	<ul style="list-style-type: none"> • extend application of concept to more complex problems • have the student create problems or challenges for others to work on • have students select a learning activity and make 2 or 3 'clones' by changing the complexity of the requirements • present reference materials at different levels or readability • provide options for extended research via the internet • Interactive informational software programs provide a motivating way to do research • applying the concepts being learned about an issue to a real local problem such as Burns Bog. • independent investigations

Notes

	<ul style="list-style-type: none">• High school and university math courses are available on the internet and CD Rom
Adaptations	<ul style="list-style-type: none">• <u>Curriculum Compacting</u> –a student may have already learned most or all the concepts for the math program in the regular class and needs to work at a higher level.• individualized project planned around the same topic the rest of the class is studying,.• elementary and high school mentor who shares a passion for a particular topic to have time together

Notes

Increasingly, educators need more knowledge about determining if behaviour problems result from poor classroom management or a disability

CEC Today Newsletter Aug 1999

INDIVIDUAL EDUCATION PLANS

After information has been gathered and analyzed, teachers and support staff collaborate to develop *Individualized Educational Plans* (IEPs) designed to meet students' specific needs.

The IEP will document strategies that address adaptations and modifications related to the following:

- Attitude toward learning
- Learning strengths and weaknesses
- Self-esteem
- Time management
- Organizational skills
- Health management issues
- Behaviour management issues
- Social skills

General Information

- The IEP is intended to be a working document that is shared with all involved teachers and other personnel as well as with the parents. It is important, therefore, that the language used be kept as simple and as free of educational jargon as possible.
- There should not be more than one IEP for a student. The Education Plan should address the needs of the whole child - *physical, social/emotional/behavioural and academic*.
- IEPs should be completed by the first reporting period.

Location of the IEP

The IEP should be kept in the cumulative file on completion. It is important that they be readily available should they be requested by District or Ministry staff. When the cumulative file is passed along to the next school, it is expected that the IEP will be enclosed.

IEP Requirements

The IEP must contain:

- what the student now knows and can do
 - essential information including relevant medical, social and education background
 - information about the student's current strengths and learning needs
 - degree of participation in regular program
 - areas requiring modification and/or modification
- what and how the student should learn next

- goals appropriate to the student in one or more of: physical, intellectual, social/emotional, career/work experience,
- instruction plans:
 - required classroom accommodations
 - who will provide instruction
 - where it will take place
 - for how long
 - what the student will do to demonstrate learning
 - plans for implementation
 - plan and date for (at least annual) review
 - plans for the next transition.

(Individual Education Planning for Student with Special Needs; Min of Education; RB0061)

Filling in the form

An IEP is intended to document the areas of a student's program that differ from the regular curriculum. It is not meant to be a detailed classroom action plan outlining every aspect of a student's day. A goal is to keep the document clear and concise.

An IEP is not a confidential document. Copies should be made available to parents and all staff working with the child. The information recorded should not be of a confidential nature. Confidential reports may be referred to in the IEP but are kept in the student's Confidential File.

The use of curriculum adaptation (over modification) where and whenever possible enhances the student's acceptance and inclusion in the classroom. It also reduces the amount of teacher time needed for planning and delivering multiple curricula.

Reporting to Parents

For detailed information about the reporting process, please refer to the Ministry publication - K-12 Reporting Guidelines as well as your district's most recent policy documents as the process and requirements are currently under review.

As for all students, three formal reports are written each year. Copies of each must be placed in the Cumulative file. As well, at least two informal reports must be provided. Examples of these are: telephone conferences, parent-teacher conferences, three-way conferences, student-led conferences, written or oral interim reports, portfolio reviews, journals, etc. A sample recording form is included in the Appendices.

As noted, all students receiving support beyond the regular classroom will have their program outlined in an Individual Education Plan (IEP) which describes the goals and objectives, program modifications/adaptations, and

Faye Brownlie, Judith King; Learning in Safe Schools: Creating classrooms where all students belong. 1999

Notes

services to be provided. Comments regarding progress in meeting these goals must be included within the regular reporting process.

Many students with special needs will be capable of meeting age and grade level expectations but may require **adaptations** to instruction, assessment methods or materials. For these students regular reporting procedures will be followed, including letter grades for students in grades 4-12.

Some students with special needs will be capable of surpassing the age and grade expectations for some or all of their program and will therefore have an IEP outlining their specific goals in these areas. Regular letter grading and reporting procedures will be followed, based on the learning outcomes for the *grade in which they are enrolled*. The structured written comments should describe progress related to the goals and activities outlined in the IEP.

Other students with special needs will be unable to meet age and grade level expectations for some or all of their program. Assessment and evaluation for such students will be based on learning outcomes different from those contained in the IRPs. These students will have **modified learning outcomes** recorded in an IEP. No letter grades are given for modified subjects, but structured written comments will describe progress in relation to the IEP goals.

DIFFERENTIATED PLANNING:

Adapting And Modifying The Curriculum To Ensure Success

Educational planning for all learners will take into account many factors, such as the abilities, interests, learning styles and past experiences of the students. Consideration of these elements may result in changes to the regular curriculum to meet the unique needs of the learner. These **Adaptations or Modifications** will be recorded in an IEP. This *curriculum differentiation* may entail adjusting the content, the expected processing of the material or information, the nature of the learning environment or the product(s) expected to generate which will enable more learners to be successful.

A MODIFIED PROGRAM

- ◆ has substantially different learning outcomes from the prescribed curriculum
- ◆ assessment and instructional procedures and selected materials are based on IEP goals
- ◆ requires teacher and support personnel to develop an Individual Education Plan (IEP)

- ◆ no marks are given; the teacher writes a structured written report based on progress on the IEP goals

AN ADAPTED PROGRAM

- ◆ retains or extends the learning outcomes of the prescribed curriculum
- ◆ had adaptations that include:
 - ◆ alternate formats (*books on tape, text, unit materials, curriculum compacting ...*)
 - ◆ alternate instructional strategies (*visual cues, repeated readings, Knowledge Framework, videotape lessons, ...*)
 - ◆ alternate assessment (*oral exams, additional time, ...*)
- ◆ requires teacher and support personnel to develop an Individual Education Plan (IEP)
- ◆ requires the teacher to use structured written comments, letter grades and percentages (Grade 11 & 12)

Program options graduate in their connectedness with the child's age-appropriate classroom. They range from adaptations or support occurring completely within the classroom program, such as providing more compatible materials or establishing different expectations within a given assignment, to options that occur in addition to part of the classroom program such as extra support within the classroom, or going to the Learning Centre for individual or small group instruction. Differentiation graduates also in connectedness to the learning outcomes as prescribed in the IRPs, moving from adaptations to the content, process, environment or products but retaining the same learning outcomes to making major modifications where the student is working on completely personalized learning outcomes.

The success of differentiating curriculum lies in the planning. The more consideration given to the individual needs of the group, the easier it will be to implement them during class time. For example,

- Incorporating open-ended activities and representation options in the unit/lesson plan means less 'changes' at the time of presentation.
- Planning activities with varied representation options increases the possibility of participation for more students.
- Pre-selecting learning resources or books at with a varied reading level allows for more accessibility.
- Using cooperative learning strategies provides more support for diverse learners.
- Planning specific lessons or activities for a time when a support person will be available in the classroom ensures success.
- When time permits, co-planning between the classroom and support teachers not only shares expertise, but fosters the pre-teaching or reinforcement of vocabulary or concepts
- Anticipating the specific adaptations that may be needed for a few students and preplanning avoids last minute frustration.

Notes

Curriculum Modification Process

Same
activity and
objectives
Same
materials

Same
activity
Same
materials
Different
objective(s)

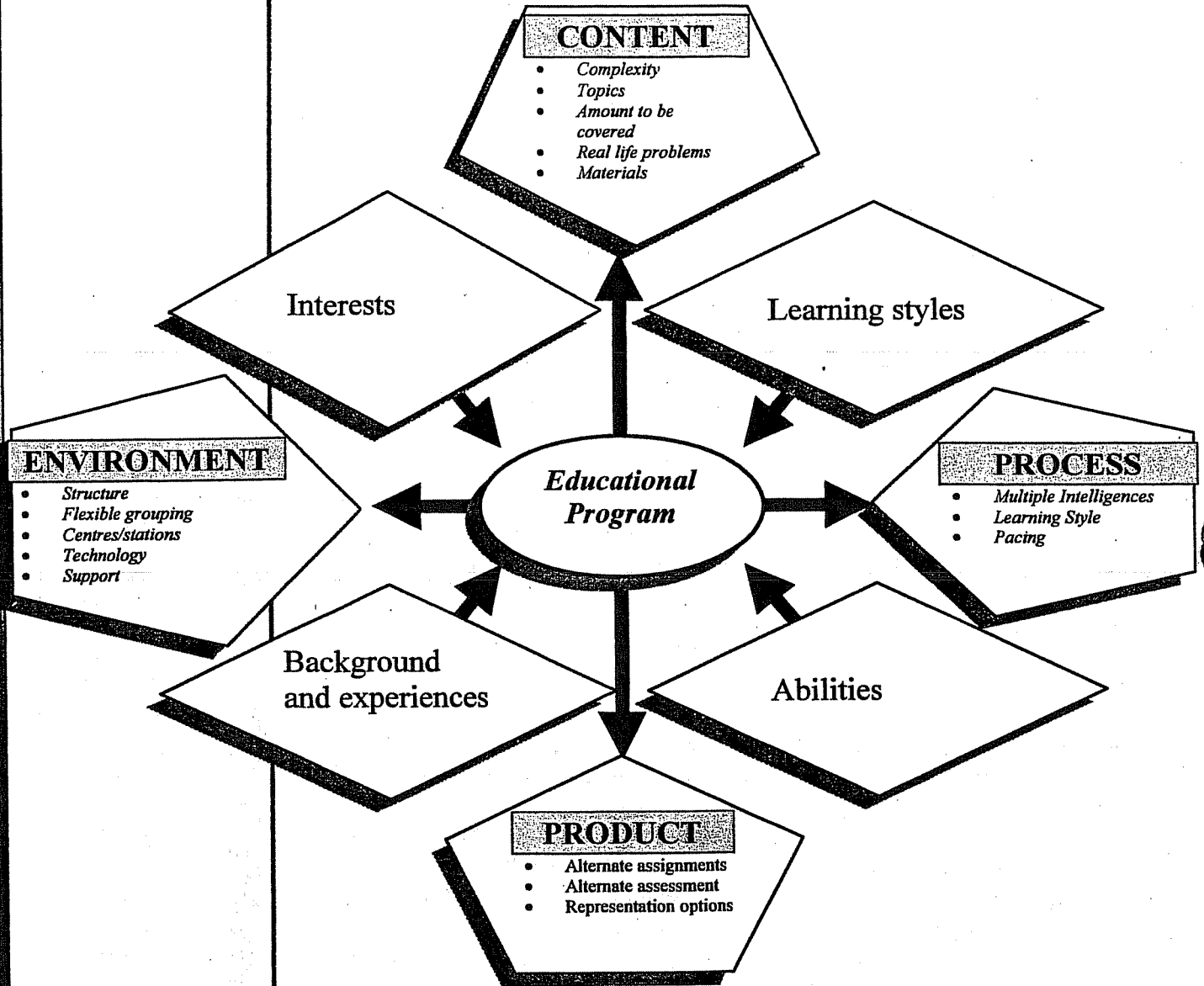
Same
activity
Different
objectives
Different
materials

Same theme
Different
tasks
Different
objectives

Different
theme
Different
activity

Notes

Adjustments such as these may occur solely through the classroom teacher or involve the support teacher(s) in pullout and/or in-class support.



Notes

If a student struggles with...	Try adapting...
Language (<i>ESL, auditory processing, non-verbal learning disability, etc.</i>)	<ul style="list-style-type: none"> • pacing, • vocabulary support • use of first language • visual cues/key visuals • representation options • cooperative learning groups
Physical challenges	<ul style="list-style-type: none"> • environment • equipment • technology
Behaviour	<ul style="list-style-type: none"> • amount of choice • environment to allow movement • shared expectations (i.e. contracts) • cooperative learning groups
Organization	<ul style="list-style-type: none"> • written instructions • with key visuals • with monitored planners • peer assistance • task chunking
Written output	<ul style="list-style-type: none"> • technological support • using scribes • quantity expectations • representation options • time allocation • cooperative learning groups
Reading	<ul style="list-style-type: none"> • technological support • material • using a reader • graphic presentations • cooperative learning groups
Intellectual challenges	<ul style="list-style-type: none"> • complexity • pacing • quantity expectations • material • representation options • peer support
Giftedness	<ul style="list-style-type: none"> • complexity • level of critical thinking • expected outcomes • representation options • materials • groupings

Specific suggestions and checklists for adapting and modifying programs may be found in the Appendices.

Notes

ADJUDICATION FOR GRADE 12 PROVINCIAL EXAMS

It is intended that all students be given equitable opportunity to demonstrate their learning on Provincial Exams while still maintaining the integrity of the exam process. This ensures that the same standards are applied and the process is fair to all.

The Adjudication Process

The Ministry recognizes that some students are unable to demonstrate their learning in relationship to expected learning outcomes under normal circumstances. This may be due to special needs of the student or to unpredictable circumstances. The adjudication process was designed to enable these students to write Grade 12 Provincial Exams by adapting exam conditions. The content of exams is *NOT* modified in this process. Eligible students may be allowed extra time, receive an adapted exam format and/or use alternate means of recording their responses to exam questions.

Adaptations (*adapted from: Handbook of Procedures (Grade 12 Transcripts and Examinations) Adjudication Adaptations*)

With the required documentation, the following adaptations are available for students with special needs.

Adaptation	Required Documentation
1. EXTRA TIME AND/OR SUPERVISED BREAKS	a psycho-educational assessment, medical report or audiology report,
2. AUDIO TAPED EXAM OR READER	<ul style="list-style-type: none"> a. a current norm-referenced reading assessment indicating a significant discrepancy between the student's reading (decoding) skills and verbal ability or the student's reading skills and a measure of cognitive ability and/or b. dramatic difficulty with reading or between achievement and a measure of cognitive ability
3. COMPUTER OR AUDIO-TAPED RESPONSE OR SCRIBE	<ul style="list-style-type: none"> a. a medical report or b. psycho-educational assessment indicating a learning disability relative to psycho-motor speed or visual-motor integration or c. a current norm-referenced assessment of written language indicating: a significant discrepancy between achievement in written expression and verbal ability and/or d. a sample of the student's original composition indicating significant difficulty with writing speed

4. SPELLCHECKER a **current** norm-referenced assessment of spelling and an assessment of cognitive ability, indicating: a significant discrepancy between achievement in spelling and verbal ability
5. LARGE PRINT a. an approved Certificate of Eligibility from the Provincial Resource Centre for the Visually Impaired (P.R.C.V.I.) or a **current** report from an Ophthalmologist or Optometrist

Detailed information about the adjudication process and the current forms are available from the Ministry Website or from the book cited above which is sent to schools each fall. The process and guidelines are revised yearly so please refer to the most current version of the publication.



TRANSITION

Transition from one educational setting to another is a process, which should be planned well in advance and incorporated into the IEP. A coordinated plan for progression should ease the confusion and difficulty of the change from one educational setting to another.

A Successful Transition Plan

- ◆ Should be developed collaboratively with the student, parents, family and agencies involved.
- ◆ Should include input from: *current school or other setting, school or district support staff (Mainstream Teachers, Behaviour Outreach Teachers, ESL Teachers, Learning Assistance Teachers) Hearing and Visual Support Teachers, Speech Language Pathologists, Occupational and Physio Therapists, school or private Psychologist, school or community counsellors, administrators, SET BC personnel, medical professionals, Child or Youth care workers, community organizations (i.e.: Deltassist, Immigrant Services) Ministry of Children and Families,*

Notes

- ◆ Should involve the student to the greatest extent possible and be practical to encourage the student to take ownership of the transition plan.
- ◆ *Should ensure that all records and files are forwarded to the receiving school. This would include Personal Record Cards, Confidential and Cumulative Files which contain records such as IEPs, Transition Plans, SET BC contracts, etc.*

Transition Planning should:

- ◆ Specify school support personnel and agencies expected to be involved with the student.
- ◆ Identify current level of performance (academic, social, emotional, and or behavioural)
- ◆ Identify specific goals and expectations for the student
- ◆ Identify specific routines which will facilitate day to day success
- ◆ Identify pre move preparations required for the transition
- ◆ Indicate planning and implementation timelines
- ◆ Specify the supports and services necessary to enable the student to be successful in the new school or community environment

Timelines

Transition planning should begin well before the move to the new setting. As students grow older and placement choices become more complex, an earlier start to transition planning is necessary.

CONSIDERATIONS FOR TRANSITION PLANNING

When Enrolling in Elementary School	When Enrolling in Middle or Junior Secondary School	When Enrolling in Senior Secondary School	When Leaving Senior Secondary School
What is the routine upon arriving at school?	What is the routine upon arriving at school?	What are the key locations in the building?	Where will the individual be living?
What door do students enter?	Do students use lockers?	How will the student be able to access key locations?	With whom will the individual be living?
What is the routine at noon?	How many different classrooms will the student use?	What opportunities for work experience are available in the community?	What will the individual be doing during the day?
Where in the school is the classroom located?	Can the student access all parts of the building?	Are there food services available in the school?	What will the individual be doing during leisure time?
Where is the washroom relative to the classroom?	What opportunities does the school provide for in-school and community work experience?	What is the routine of the cafeteria?	What further education or training plans does the student, or family have?
Are students expected to use the washroom independently?	What is the usual dress of junior high students?	What extra-curricular activities are available?	
Are there rules for playground use at	Do students use tote bags and lunch bags?	Does the student have access to community	

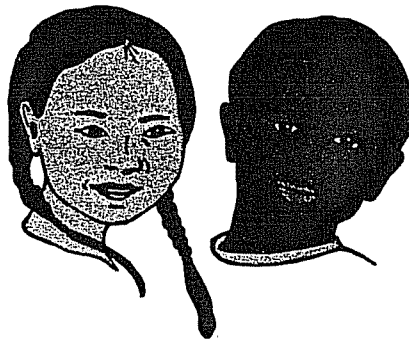
Notes

lunch time and recess?		recreational facilities?	
How much time are students expected to sit in their desks?	Is there a school store, vending machines? What coins are required?	What activities are available at noon hour? After school?	
What level of support will be available?	What are the opportunities for interaction with peers?		
What are the teachers' expectations regarding behaviour?	What are the expectations regarding behaviour?		
What are the opportunities for interaction with peers?	Are there teacher-specific routines the student should learn before starting school?		

Adapted from Individual Educational Planning for Students with Special Needs; Ministry of Education

Documentation

- ◆ After copies have been made for involved personnel, a copy of the Transition Plan should be placed in the student's Cumulative File.
- ◆ An indication that the Plan has been filed should be made on the Student Services Form attached to the front of the Cumulative File in elementary schools
- ◆ Sample Record Keeping forms may be found in the Appendices.



Notes

TEACHER ASSISTANTS

Section 18 of the School Act specifies that:

1. *A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and the regulations.*
2. *Persons employed under subsection (1) shall work under the general supervision of a teacher or administrative officer.*

Teacher Assistants (TAs) play a vital role in the student support team. Working under the direction of the classroom teacher or Learning Assistance Teacher, they often provide the primary support for students with special needs.

Supervision of Teacher Assistants

The principal is responsible for monitoring and evaluating the work performance of the TA and handling any personal issues that may occur. The classroom teacher and the LAT work collaboratively to develop programs and provide materials for the TA and to monitor the progress of the student.

Scheduling: is completed by LAT and/or the school administrator.

Assigning TAs to teachers:

- Time assignments are determined in collaboration with the school based team based on student needs and availability of TA time in the school.
- TA responsibilities may change throughout the year depending on the changing needs of the students.
- It may be necessary to work with students during school, recess and lunch time. Break times will need to be rescheduled.
-

Roles and Responsibilities

Teachers and Teacher Assistants form a collaborative partnership in which each plays a vital role. Some of the tasks are best suited to one of the partners while others are shared and overlap. The BCTF and CUPE have compiled a reference document entitled Roles and Responsibilities of Teachers and Teacher Assistants: A BCTF/CUPE Joint Paper which helps clarify the relationship. The entire document is available from BCTF or on their website.

1. Generally it is the **teacher's** responsibility to design and oversee the implementation of the instructional program. This would include:
 - developing IEPs,

- planning learning activities with appropriate modifications and adaptations and reviewing the activities for concept and skill development
 - models techniques
 - selecting and providing the TA with instructional learning resources.
 - Providing information regarding the classroom management structure, discipline plan and expectations for students.
 - Evaluating progress according to goals of IEP.
 - Reporting to parents
2. **Together** the teacher and TA discuss objectives and goals and learners' strengths and weaknesses and work together to:
- adapt/modify curriculum and resource material.
 - review learning resources
 - plan activities to meet goals.
 - Discuss and exchange information with the entire team.
3. **In carrying out the shared plan, the TA is able to:**
- support student learning individually and in small groups
 - implement the techniques and strategies as demonstrated
 - gather and share relevant information about the performance and behaviour
 - provide feedback into the planning
 - adapt strategies to accommodate individual learner needs/styles.
 - assist with development of instructional learning resources.
 - implement lesson plans and learning strategies developed by the teacher/team
 - assist students with learning activities and/or independent study projects developed by teacher/team.
 - monitor and report on the implementation of the program.
 - carry out functional (informal) assessment activities to assist the teacher in developing learner profiles.
 - observe and document learner strengths, achievements and needs through daily learning activities.
 - assist in the collection of data for evaluation
 - provide information to teacher for home/school communications.
 - assist in maintaining learner records

Specific Tasks within the above framework might include:

a) Helping students:

- by reading to students
- complete written assignments, such as by scribing
- to follow the writing process while completing written assignments

Notes

- to practice word processing skills
 - to organize materials and maintain student planner
 - to practice basic skills, such as: sight vocabulary, math concepts and/or facts
 - by providing test assistance, such as administer tests orally, scribing
 - implement behaviour contracts
 - complete independent work by using chunking techniques
 - by photocopying and/or taking notes to review with students
 - by recording stories on tape
- b) **Collecting data** such as:
- anecdotal observations of student
 - significant student behaviour and attitude
 - keeping a record of student performance on specified tasks such as:
 - timed readings, key word recognition tally and mastery of math facts
- c) **Listening to class lessons** in order to support students on specified assignments.

GLOSSARY

1701 Form	The form that is required from each school district by the Ministry of Education on which is listed all students for whom special education funding is requested. The form must be submitted by September 30.
Adaptations	Changes made to a student's program or instruction to enable her/him to be successful that do not change the prescribed learning outcomes for the course or subject area.
Anecdotal Records	Jotted comments about student behaviours that teachers observe on an ongoing basis. These records contain information about what teachers see and hear as they interact with students to assess their oral and written work.
Assessment	The gathering, organizing and recording of evidence and information related to student performance
Authentic Assessment	Performance-based assessment, which is focused on 'real-world' contexts.
Benchmark	An interpretation of a performance standard according to age, grade, or developmental levels.
Blending	The ability to fuse discrete sounds or phonemes into recognizable words.
Checklists	Method of recording observations about learning. Lists of items to be checked off as they are observed are completed for individual students or on groups of students.
Cloze Passage	Method of assessing how well students use context clues to construct meaning in text. Specified words are 'blanked out' of a passage and students are instructed to fill in the missing words.
Criteria	Guidelines, rules, or principles by which student responses, products, or performances are judged.
Criterion-Referenced Assessment	Type of measurement used to evaluate a student's learning in relation to the student's success in meeting stated objectives, outcomes, expectations or benchmarks.

Notes

Cumulative Record	A document that gives evidence of growth over time.
Curriculum Based Assessment	Method of measuring the level of achievement of students in terms of what they are taught in the classroom.
Diagnostic Assessment	Is used to determine the current status of a particular student or group of students in relation to a part of the curriculum, in order to decide how much review is necessary or how to approach a new concept or skill.
Direct Service	Assistance provided to students with special needs in which the support person works directly with the student to develop targeted skills or concepts.
Evaluation	The interpreting of the data that has been collected about student performance.
Explicit Teaching	Planning an activity or experience so that the students become consciously aware of a concept or skill, usually done through questioning, reciprocal teaching, modelling or direct instruction accompanied by student exercises and drills.”
Formative Assessment	Ongoing collection of data used to determine if expectations are achieved. (anecdotal records, checklists, learning logs, student-self evaluation, etc.)
Frustration Level	The level at which the student reads with less than 90% accuracy.
Graphic Organizer	A visual representation of key concepts or information, such as a chart or diagram, which may be used to present or record data.
Guided Reading	a small group reading instructional strategy during which homogeneous groups of children work with the teacher to build and practice successful reading strategies. All group members are working with text that has been carefully selected to match their developmental reading level. The focus is to facilitate the children’s successful use of reading strategies, confirming for the child “I can do this by myself.”

Holistic Rating Scale	A scoring procedure yielding a single score based on the fit of a response to a set of pre-established criteria or characteristics of performance at each score point level
Inclusion	The education of all students within their neighbourhood school. Schools and classrooms are seen as communities of learners in which people with diverse background and abilities work and learn together.
Indirect Service	Support provided for teachers or students with special needs which does not involve working directly with the student on skill or concept development, but rather with other factors that impact the student or learning environment, such as curriculum planning, liaison meetings, or adapting materials.
Instructional Reading Level	The level at which the student reads with 90% - 94% word recognition.
Inter-ministerial Case Management Plan (ICMP)	Integrated support plans developed for students with special needs through the collaborative efforts of school support personnel, government ministries, health-care personnel and/or community agencies.
Key Visual	A graphic organizer, such as a chart or form that organizes and represents 'key' or important information in a visual format.
Metacognition	Is recognizing and regulating one's own thought processes (thinking about thinking). During the reading process the reader knows, applies, monitors and regulates the reading strategies.
Miscue Analysis	Method of gathering information about how students process text. Rather than simply counting the errors made, the errors or miscues are analyzed in terms of how they affect the student's ability to construct meaning.
Miscues	A term proposed by Ken Goodman to describe the derivations from the text or comprehension during oral reading. It is felt that these are not random errors but misconceptualized attempts by the reader to make sense of the text and therefore give significant insight into the readers processing of text.

Notes

Modification	Changes made to a student's program or instruction which reflect a completely personalized education plan or significantly alters the learning outcomes of the prescribed course or subject.
Morphographs	The smallest meaningful units of sound. For example, 'er' in teacher indicates 'one who teaches'.
NCTM	National Council of Teachers of Mathematics
Norm Referenced Assessment	Type of measurement used to evaluate a student's learning in relation to a normed group such as other students within the class, or across classes, schools, or a segment of a population.
Numeracy	A term used when referring to the world of numbers and their application to everyday life to suggest fluency in mathematical operations and application of concepts.
Observational Data	Data gathered through teacher monitoring of a student to determine the level of performance.
Performance Indicators	Provide a specific description of an outcome in terms of observable and assessable behaviours.
Performance Standard	An established level of achievement, quality of performance, or degree of proficiency.
Phonemic Awareness	The awareness that sounds make up spoken words and the ability to discriminate the individual sounds.
Phonological Awareness	The oral language ability to segment and analyze spoken words in several different ways (e.g., syllables, onsets and rimes).
Portfolio Assessment	A method of gathering student work samples for the purpose of evaluating student knowledge and learning.
Reader	A support person assigned to read material to a student with special needs to enable her/him to work with or demonstrate understanding of content material.
Reading Inventory	A checklist or questionnaire for gathering information about a student's reading ability, interests, behaviours, etc.

Notes

Reading Recovery	A registered trademark for an early intervention reading program developed by Marie Clay that uses highly trained teachers to provide intensive, daily instruction to students at risk in reading.
Rubric	A set of general criteria used to evaluate a student's performance in a given outcome area. They consist of a fixed measurement scale (e.g., 4-point) a list of criteria that describe the characteristics of products or performances for each score point.
Running Record	Is a tool for coding, scoring and analyzing a student's miscues while reading aloud. The analysis of these can inform instruction, evaluation, reporting and grouping.
Scaffolding	Learning assistance provided through instruction, modelling, questioning or feedback that is adjusted to the learner's needs, providing 'just enough' support to encourage independent strategy use. This concept is based on Vygotsky's (1978) theory of the 'zone of proximal development'.
School-Based Team	A 'within-school' problem solving team comprised of the support professionals working together to devise and coordinate support for classroom teachers and students with special needs..
Scribe	A support person assigned to a student with special needs to 'take dictation'. The scribe transcribes or makes a written copy of the student's spoken words to enable her/him to work with or demonstrate understanding about content concepts.
Segmentation	The phonological processing ability to break words into their component phonemes or sound parts.
Self-Evaluation	Ongoing process in which students get to know themselves as learners by reflecting on their own performance, products, thinking and learning.
Standardized Test	Norm-referenced test designed to measure academic progress, or what students have retained in the curriculum.
Summative Assessment	Collection of data on which to judge the student's achievements in relation to some standard of excellence or in relation to some body of knowledge. (scoring rubrics with exemplars, subject area tests, projects, etc.)

Notes**Teacher Assistance Team (TAT)**

A group of teachers who meet to support a colleague by brainstorming options to address a specified challenge or problem, a concept built on the premise that teachers have the expertise to deal with most educational situations when they work together.

Test

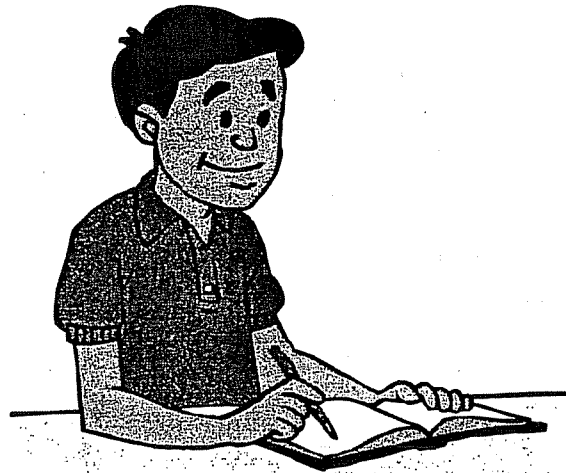
A set of questions or situations designed to permit an inference about what an examinee knows or can do in an area of interest.

Verbal Rehearsal

Self-questioning or prompting to activate memory.

Visual Imagery

The process of forming mental images while reading, writing, listening to a story or recalling an event.



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