

# **Australian International School**

## **Middle Years Programme**



**Academic Year 2019-20**

## **School's Mission Statement**

AUSIS is committed to recognizing and developing the individual student, while providing opportunities to achieve a well-rounded education. To this end, AusIS aims:

- To ensure quality educational experiences.
- To foster creativity in individuals.
- To nurture the talents of each child.
- To provide an enriching co-curricular environment with a strong focus on sports in the middle and upper school.
- To encourage exposure to a variety of cultures.
- To create a continuous wealth of knowledge.
- To offer a caring learning environment.
- To support the development of sound social values.

## **IB's Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

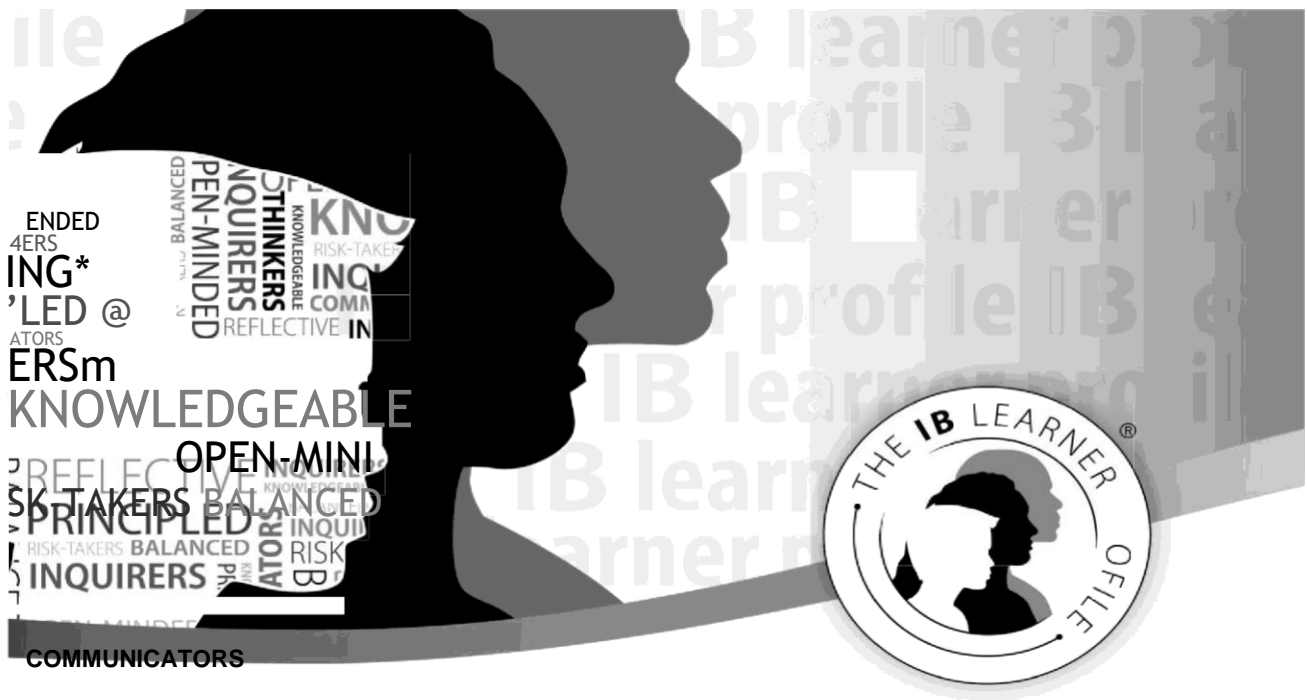
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **Our Vision**

“Excellence in Education”

### **Our Motto**

“Together We Achieve”



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## **Preface**

This policy is developed by a steering committee that includes members from the senior leadership team of AusIS. The policy is shared on the school website for the students, parents and staff. This policy is subject to review annually and we plan to include students and parents representatives in the review committee. The policy will be reviewed in August, 2020.

## **SEN Policy Steering Committee**

ASM Mustafa Kamal Khan	Principal
Ershad Rasul Serajee	WACE Coordinator
Fahana Mofiz	Assistant DP Coordinator
Jahanara Begum	Assistant PYP Coordinator
Michael Baroi	Vice Principal Academic
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## **Philosophy**

Cultural diversity is welcomed and embraced at AusIS to broaden the horizon for enriched learning.

This paves the way for our students to become internationally minded global citizens.

## **Rationale**

We aim to create a safe and inclusive learning environment where students will be given support so that they reach their highest potential. This policy states our commitment to ensuring that students with special educational needs gain the necessary knowledge, skills and attributes to learn and participate successfully at school and beyond.

## **Structure and Placement for SEN**

### **AusIS SEN Support**

Our Student Support Team is comprised of our Principal, Coordinator, teachers(homeroom, assistant teachers and/subject teachers, librarian) and admission officer. AusIS doesn't have a specialised department/capacity for students with speech, auditory, visual impairment, severe psychological, social/emotional needs. Based on our facilities, teachers and administrative strength, AusIS presently takes admission of students who require mild to moderate SEN support. Students who need to use wheel chair have access to lifts/elevators.

At AusIS, the total number of students receiving learning support should be within 15% of the total population of students; each class will not have more than 16% of students with learning support; students with moderate needs should never be more than 1% and students with mild needs should never be more than 3%.

### **Identifying SEN Students During Admission**

Admission Officer addresses the admission inquiries, schedules admission tests and meetings with the programme Coordinator, parents and students. Admission Officer collects information about any SEN requirements for the child and/availed support for the child in the past or on-going support at the present. Parents/guardians are requested to submit all related documents to the Admission Officer e.g. related to doctor(paediatrician, therapist and/psychologist or any other), previous school/any other SEN support center. Then the student's details are discussed with the members of the SST(Student Support Team) which includes teacher, Programme Coordinator, Vice Principal and Principal. Then finally the SST team collaboratively decides the outcome of the admission. After admission, the Admission Officer gives a copy of all the SEN related documents(medical/academic) received from the parents to the Executive Secretary to the Principal to be kept in the student file. If SEN information is not disclosed at the time of admission by the parents/guardians then the school will terminate admission if the SEN of the child is out of school's capacity.

### **Identifying SEN Students During Teaching**

Any school staff member and/parents/guardians can refer student's social, emotional and/academic difficulties to the Student Support Team during the academic year.

### **Procedure to support SEN Students at AusIS**

- Subject teacher and/homeroom teacher(s) make careful observations(for 5-7 weeks) of the student's behavior and academic aptitude by cross checking with appendices A & B.
- Subject teacher and/homeroom teacher(s) use the observation anecdotes to identify SEN needs.

- A meeting is then scheduled with all the members of the SST where the level of SEN requirement is identified(mild/moderate).
- If SST team finds that the school will be able to address the mild to moderate SEN needs of the particular student, then SST collaboratively plans interventions to support the child(appendices C, D, E and F).
- If deemed appropriate, the teachers and the Programme Coordinator plan ILP(Individual Learning Plan) for the SEN student(appendix G).
- Students Support Team informs the parents/guardians about the observations, interventions and/ ILP in a formal meeting.
- If the school feels that an external professional support is required then the parents are given a SEN Referral Form(appendix H) to guide them on planning the additional care that the child needs.
- Upon the consent of the parents/guardians the ILP is put into practice.
- The progress report and interventions are discussed with the SEN parents at least once each term.
- Minutes of the SEN meeting is taken by an assigned Student Support Team representative.
- The homeroom teacher keeps the meeting minutes in google drive which is shared with all the members of the SST.
- Homeroom teacher gives a hard copy of the meeting minutes to the executive secretary to the Principal who then keeps it in the student file.



## **Procedure for Referral**

- After at least 5-7 weeks of observation if it is found that the support needed for the child is out of school's capacity then a formal meeting is called with the parents/guardians to recommend withdrawing the child from school.
- AusIS also provides a SEN Referral Form for parents to identify the right professional care/treatment. Student's work and assessment samples, observation findings are also shared with the parents/guardians at the time of withdrawal from school to support the parents in seeking professional help.

## **Differentiation**

All the MYP unit plans consist of differentiated instructional strategies after identifying students' prior knowledge and the needs of the students for further learning. This involves addressing students with different learning styles and abilities. Differentiation takes place on a three tier approach for learning i.e. content, process and product. Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials to match the learning needs. Ongoing professional development and collaborative planning time will be provided to staff members to ensure that differentiation is a focus during teaching, learning, and assessing.

## **Individual Learning Plan**

In order to support students with SEN, Individual Learning Plan will be designed keeping in mind the

student's abilities, age level and the enrolled year level. The development of IB Profile and ATL skills will be an integral part of the learning process. In consideration of the above mentioned, a plan will be devised:

- to develop IB Profile and ATLs
- to teach the appropriate curriculum content
- prepare tasks
- use strategies and resources
- take assessments
- report on the performance

### **Different Tiers of SEN Support at AusIS**

In order to increase access and learning engagement, we follow a two step approach as follows:

- Firstly identifying the need
- Secondly removing the barrier

### **Tier 1-For Mild SEN Students**

- Teachers on the basis of observation and tests identify the areas where the student needs support.
- Then the findings are discussed with all the members of the Student Support Team.
- Teachers who are in direct contact with the SEN student and along with other members of the SST collaboratively devises a plan to support the student in the classroom.

- Teachers differentiate/modify classroom teaching strategies, learning resources, activities and the assessments in line with IB subject guides and/Western Australian School Curriculum and Standards Authority to support the student.
- Teacher develops individual student intervention plans for students who are not meeting expected standards in the regular education program. Members of the SST which includes teachers who has worked with the student in the past and is working currently meet to review what has worked in the past. They design interventions, designate time lines, and set times to periodically review progress.
- The EAL/English Language Acquisition teacher takes supplementary classes as per need.
- The librarian suggests resources to the teachers and student for additional academic support.
- Parents are informed of the findings and the ways the school will support the student.

### **Tier 2-For Mild to Moderate SEN Students**

- Teachers on the basis of observation and tests, identify the areas where the student needs support.
- Then the findings are discussed with all the members of the Student Support Team.
- Teachers who are in direct contact with the SEN student along with other members of the SST collaboratively devises an Individual Learning Plan(ILP) to support the child in the classroom.
- The subject teachers keep the ILP in the google drive and school's database - esky.

- Teachers differentiate/modify classroom teaching strategies, learning resources, activities and the assessments in line with IB subject guides and/ Western Australian Curriculum to support the student.
- The EAL/English Language Acquisition teacher takes supplementary classes as per need.
- The librarian suggests resources to the teachers and students for additional academic support.
- Parents are invited for a meeting to discuss the findings and the ways the school will support the student.
- Programme Coordinator gives a formal letter and/e-mail to parents.
- Parents need to provide a written consent to the school for it to begin providing support according to ILP(appendix G).

### **Tier 3-For Moderate SEN Students**

- Teachers on the basis of observation and tests, identify the areas where the student needs support.
- For at least 5-7 weeks, the teachers use different interventions and ILP to monitor the progress of the SEN student (tier 1 and 2).
- If a student doesn't respond well to the intervention, ILP and/demonstrates other behavioral/mental/physical concerns then the SST team invites the parents for a meeting.
- On such circumstances, the SST provides SEN Referral Form and suggests parents to seek for expert advise and intervention.
- Programme Coordinator gives a formal letter and/e-mail to parents.

- As per need, SST recommends providing a shadow teacher in the classroom for the particular SEN student(to be arranged and hired by the parents in consultation with the school authority).
- Teachers plan collaboratively with the shadow teacher to support the student.
- Teachers ensure that the interventions, ILP and assessment procedures follow the IB subject guidelines and/Western Australian Curriculum.
- AusIS schedules meetings with the parents as per need to discuss progress, interventions and collect information about any outside professional care/treatment the student is receiving.

### **Record Keeping**

The records are kept in google drive, AusIS database(esky) and hard copies are kept in student file.

All members of the SST will have access to the records.

Admission Officer:

- The admission officer keeps record of the SEN students.

Teachers:

- Teachers keep record of the ILP and adds differentiation techniques in the unit plan as required.
- Teacher keeps record of observations to identify SEN using checklists(appendices A, B)

Librarian:

- The librarian records and keeps the minutes of the meeting.

Executive Secretary to the Principal:

- Executive secretary to the Principal keeps a copy of the meeting minutes; all correspondence between AusIS and the parents/guardians are kept in the student file.
- Any relevant records (medical/academic) received from the parents are also kept in the student file.

### **Gifted/Talented Students**

Students with exceptional talents and abilities are nurtured at AusIS. Their skill set, knowledge and interest are carefully considered by the teachers to differentiate task types, resources and assessment methods which will challenge the students to further hone their capacity and exhibit their gift.

### **Monitoring**

All the students are evaluated against the assessment criteria and ATL skill expectations. Students with special educational needs are expected to achieve some, most or all of the school curriculum outcomes with support and/or encouragement. The teacher uses the pre-referral checklist and collaborates with SST in identifying the problem and needed intervention. The interventions, referrals and recommendations are also recorded by the SST. Student support team meetings take place fortnightly/as needed to discuss about any new case or to follow up on existing ones. These meetings are used to keep track of the progress made and to devise future plan of action.

## **Assessment**

Students take formative assessments throughout the course of the unit as a way to prepare for summative assessments and semester examinations. These assessments demonstrate the knowledge, skill and IB attributes of the student. Teachers analyze the student's progress and reflect on the best practices for future development. Although all students are measured against the MYP criteria but accommodations are made for the SEN students on a case specific manner as follows:

- Tasks are differentiated based on the student's ability.
- Flexibility is given to the student to choose how the student wants to and/can demonstrate his/her understanding.
- Simplified instruction(verbal and/written) is given to the students unlike the standard task specific clarification.
- Additional supplementary resources are given for students to complete the task.
- Task is designed matching with a lower achievement level (not a maximum of 8) to assess student's performance.
- Comments in the report card indicate the student's condition and performance level.

The above mentioned strategies are to be used in combination with new ways as suggested by the SST on need basis.

## **Professional Development on SEN**

Professional Development sessions are organized by the Programme Coordinator and/ or members of the SST and/psychologist and/experts(IB and/others) and/or parents(having contact

or experience of working with SEN students) to help staff enhance their understanding of the ways SEN students need to be assisted for academic and social development at AusIS.

## **Reporting**

The school report card of a student who cannot meet the expected learning outcomes set out in the curriculum for the course or subject and year level must contain written comments describing:

- what the student is able to do in relation to the goals of the Individual Learning Plan with the timeframe
- the areas in which the student requires further attention or development
- the ways the student will be supported in his or her learning.

Where a professional support person and/shadow teacher other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

## **Exit Support Structure**

The exit support structure for SEN students depends on the progress made in consultation with the SST and external experts(if any) who is treating the child outside of the school.

## **Conclusion**

At AusIS, we aim to meet the academic, social, physical, and emotional needs of all students through a variety of resources and interventions by the collaborative work of the SST. The structure for students with special educational needs increases the instructional outcomes of



students with disabilities and students with exceptional learning capabilities by providing equal access to the core curriculum. It also promotes a culture of collaboration, mutual respect, support, and problem solving.

## Bibliography

*General Regulations: Middle Years Programme. Coordinator's Support Material.* International Baccalaureate Organization, 2014.

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“Staff User Guides”. *Gateway Support Guide* , <http://support.tg.esf.edu.hk/user-guides/>. Accessed 1 May 2020.

“Strategies for Supporting Pupils With SEN”. *City of Bradford MDC*, [https://bso.bradford.gov.uk/userfiles/file/Behaviour%20Support%20Service/SEBD%20Team/SEBD%20Induction%20Resources/2%20Strategies%20for%20Supporting%20Pupils%20with%20SEN%20PDF\(1\).pdf](https://bso.bradford.gov.uk/userfiles/file/Behaviour%20Support%20Service/SEBD%20Team/SEBD%20Induction%20Resources/2%20Strategies%20for%20Supporting%20Pupils%20with%20SEN%20PDF(1).pdf) . Accessed 5 May 2020.

“What are some common signs that a child has special needs?”. *Our Kids*, <https://www.ourkids.net/school/special-needs-signs>. Accessed 30 April 2020

## Appendix A-Some Symptoms of SEN In Children/Pre-referral Checklist

### ADHD- Attention Deficit Hyperactivity Disorder

#### Symptom of **inattention**:

<b>Symptoms</b>	<b>Never</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Always</b>
failing to give close attention to details or making careless mistakes in schoolwork, work, or other activities				
difficulty sustaining attention in tasks or play activities				
not seeming to listen when spoken to directly				
not following through on instructions and failing to finish school work, chores, or duties in the workplace (not due to oppositional behaviour or failure to understand instructions)				
difficulty organizing tasks and activities				
avoiding, disliking, or being reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)				
losing things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)				
being easily distracted by extraneous stimuli				
being forgetful in daily activities				

For the symptoms of **hyperactivity** and **impulsivity**, the following behaviours are described:

<b>Symptoms</b>	<b>Never</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Always</b>
fidgeting with hands or feet or squirming in seat				
leaving their seat in classroom or in other situations in which remaining seated is expected				
running around or climbing excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)				
difficulty playing or engaging in leisure activities quietly				

being 'on the go' or often acting as if 'driven by a motor'				
talking excessively				
blurting out answers before questions have been completed				
difficulty awaiting turn				
interrupting or intruding on others (e.g., butting into conversations or games)				

According to Heidi Bernhardt, national director of the Centre for ADHD Awareness in Canada (CADDAC) judging from the last 6 months of behaviour, if a child meets 6 out of the 9 criteria for the symptom of inattention, they could have primarily inattentive ADHD. If they meet 6 out of the 9 criteria for hyperactivity and impulsivity, they could have primarily hyperactive ADHD. If they meet both criteria, they could be diagnosed with combined ADHD(What are some common signs that a child has special needs?)

Symptoms of **autism** for toddler-aged children or older children:

	<b>Never</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Always</b>
lack of babbling or pointing by age one				
lack of any single words by 16 months age				
lack of response to name being called				
poor eye contact				
excessive need for quiet and order				
lack of smiling or responsiveness to others				
weakness in making friends or relating to peers				
lack of ability to engage in conversation				
repetitive actions				
repetitive or strange language patterns				
obsession-like preoccupation with objects or conversational subjects				

**Symptoms of dyslexia:**

	<b>Never</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Always</b>
difficulty pronouncing and rhyming words				
slow, inaccurate reading skills				
poor spelling skills				

## Appendix B Checklist for Identifying Areas of Concern

<b>1. Thinking and Learning</b>
<input type="checkbox"/> Takes part in an individual or group work but still requires additional differentiation
<input type="checkbox"/> Performance of below the expected level
<input type="checkbox"/> Specific difficulties in language, literacy and/numeracy are beginning to interfere with ability to make expected progress
<input type="checkbox"/> Difficulty generalizing from experience, and/using problem solving
<input type="checkbox"/> Attitude and/approach to learning(e.g. demotivated, disorganized, lacks independence) are restricting access to the curriculum
<input type="checkbox"/> Uneven/spikey learning profiles

<b>2. Emotional and Social Wellbeing</b>
<input type="checkbox"/> Capacity to attend; be part of a group; communicate effectively; seek help where necessary; and/high levels of impulsivity/disorganisation negatively affects access to the curriculum
<input type="checkbox"/> Frequency and severity of conduct behavior negatively affect access to the curriculum
<input type="checkbox"/> Frequency and severity of emotional behavior negatively affect access to the curriculum
<input type="checkbox"/> Use of Goodman's Strength and Difficulties Questionnaire identifies high or very high areas of difficulty

<b>3. Speech and Language</b>
<input type="checkbox"/> Signs of frustration/difficulty forming relationships with peers and/or evidence of isolation during lunch and other social times
<input type="checkbox"/> Concerns about expressive language skills
<input type="checkbox"/> Difficult to understand out of context
<input type="checkbox"/> Difficulties following instructions or participating in classroom activities dependent on listening; perhaps leading to problems in working at the same pace as peers, and/or difficulties maintaining or sustaining concentration in the classroom

- |   |
|---|
| <input type="checkbox"/> Concern about ability to understand language |
|---|

- |   |
|---|
| <b>4. Social and Communication</b>  |
| <input type="checkbox"/> Restricted use of language and/or may talk ‘at’ rather than ‘to’ others  |
| <input type="checkbox"/> Little apparent understanding of the impact of actions on self and others; leading to fragile or absent social relationships   |
| <input type="checkbox"/> Capacity to ‘share interest’ and/or ‘share attention’ is limited   |
| <input type="checkbox"/> Focus of interest is often on a limited set of activities  |
| <input type="checkbox"/> Group work may be difficult  |
| <input type="checkbox"/> Capacity to self-direct learning suggested by others instead of self, and/or deal with changes with routine is limited. Shows rigidity of thought following other’s agenda |
| <input type="checkbox"/> Presents difficulties in moving attention from one task to another, particularly if second task is adult chosen  |

- |  |
|--|
| <b>5. Motor Coordination/Physical/Self Care</b>  |
| <input type="checkbox"/> Some over or under sensitivity to sensory stimuli; may be overwhelmed by noisy and/or visually stimulating classrooms |
| <input type="checkbox"/> Shows lacks of awareness of sensitivity to pain   |
| <input type="checkbox"/> Poorly developed gross and/or fine motor skills   |
| <input type="checkbox"/> Specific difficulties in vision and/hearing are interfering with ability to make expected progress                    |
| <input type="checkbox"/> Immature or poorly developed self care skills   |

## **Appendix C- Interventions and Differentiation Strategies to Support SEN Students**

### **INSTRUCTIONAL MODIFICATIONS**

- Small group instruction
- Breakdown of tasks into smaller steps
- Individualized classroom instruction
- Lower level test
- Use of audio books
- Computerized instruction
- Modify or shorten assignments
- Use of more concrete materials
- Alternate Teaching Modes
- Change grouping
- Other: \_\_\_\_

### **BUILDING SUPPORTS**

- Peer Tutors
- Parent Volunteers
- Teacher Assistance Team
- Wrap-Around Meeting
- Consultation with Specialist
- Consultation with Principal
- Other \_\_\_\_

### **PARENT SUPPORT**

- Parent/Teacher/Student Conferences
- Notes/Emails Home
- Telephone Conference
- School-Home Journal
- Other



**BEHAVIOR MANAGEMENT DISCIPLINE**

- Clarify Rules
- Study Carrel to eliminate distractions
- Provide Routine Schedule
- Provide more choices
- Move to different seat
- Time-Out
- Detention
- Praise (specific and clear)
- Daily Effort Report
- Weekly Effort Report
- Reward System
- Positive Notes Sent Home
- Stay after school
- Use of logical consequences
- Refer to Principal
- Removal of preferred activities
- Seat near teacher desk
- In School Suspension (ISS)
- Behavior Contract
- Out of School Suspension (OSS)
- Modeling of desired behavior
- Other

**Appendix D MYP Unit Plan with differentiation section(mid section of the MYP unit planner)**

*Action: Teaching and learning through inquiry*

Content/knowledge Concept development skills	Learning experiences and teaching strategies	Formative Assessment	Differentiation
<b>Resources</b>			

## **Appendix E Addressing Different Learning Difficulties With Classroom Support**

### **Students with general learning difficulties**

Pupils with learning difficulties have:

- difficulty acquiring basic literacy and numeracy skills
- their speech and language development may be delayed in comparison to the majority of their peers
- students with learning difficulties will acquire and retain new concepts and ideas slowly

### **Implications for classroom practice**

- break lesson down into small steps
- ensure that written text and spoken language is appropriately differentiated to take into account the student's learning difficulties
- base teaching on everyday experiences that the students will readily understand
- ensure that key concepts and vocabulary are revisited and reused
- encourage pupils to present information in a variety of ways
- recognise and reinforce effort and success by rewards and praise

### **Recommendation to support general learning difficulty:**

#### **Reading:**

- consider the possibility of paired reading at home to develop confidence
- maintain a reading record book that monitors the student's miscues and records phonic errors in word families
- encourage the students to expand reading
- give technical vocabulary prior to the introduction of topics
- consider the readability of the text.
- ensure that key vocabulary is recorded on the board before reading a text
- differentiate texts
- with textbooks check the length of sentences and the number of polysyllabic words
- draw the student's attention to important sources of information other than the prose, e.g. maps, diagrams and photos
- simplify instructions, summaries or diagrams which accompany written tasks
- teach study skills, i.e. ways of extracting information, eg 5-point plan, highlighting and word matching, spider diagrams sequencing, highlighting and prediction

#### **Spelling:**

- ensure that the pupil is using a multi-sensory method to learn spellings: read the word and say the letters
- aloud, cover the word, write the word saying the letters aloud, check the word
- when learning spellings at home encourage the students to learn the spellings using the multi-sensory
- method and to check the words again 10 minutes later to ensure that the words go from the short term to the long term memory
- identify high frequency words being mis-spelt and proofread for these
- encourage the students to proofread for approximately 3 new words each week
- ensure that the students are recording own high frequency word errors
- use a range of ways of learning to spell words

### **Writing:**

- record the steps to complete a piece of work on the whiteboard
- give explicit directions for setting work out
- give detailed support with planning structures
- encourage a variety of ways of representing information to aid processing, e.g. cartoons, pictures, diagrams
- give extra time to take account of slower rate of reading and writing

### **Students with specific learning difficulties**

Students who have specific learning difficulties (Sp.L.D.) may experience any of the following problems:

- poor fine motor co-ordination which will result in untidy handwriting and presentation of work
- poor working memory, both visual and auditory, which will affect their ability to follow instructions, take down dictation, and copy text from either book or board, learn spellings or tables
- poor organisation which will affect their ability to remember books or equipment, what homework they need to do and how to organise their thoughts into written work
- poor sequencing skills which can affect their ability to learn tables or spellings
- typically they are pupils who learn some things easily while other aspects of their work present them with persistent difficulties
- they will often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form
- written work will often have taken these pupils much longer to complete than a similar piece written by their peers, or be incomplete

- completed work often has a significantly restricted vocabulary when compared to the student's oral vocabulary. These problems can lead to frustration, poor self-image and sometimes result in behaviour problems

### **Implications for classroom practice**

- where there are fine motor problems encourage the use of ICT
- recognise that effort will not reflect output. Work may often be incomplete, or when complete, may be the result of substantial extra time and effort on the student's part
- to avoid unfinished work help the student to complete core elements of the work
- if copying from the board or dictating, allow the student additional time and speak more slowly to accommodate the student with a short working visual or auditory memory
- use techniques which require greater interaction with the text but require less recording, e.g. cloze, sequencing or prediction tasks
- if a student reads very slowly then encourage them when researching, to read the first and last sentences of a paragraph before deciding whether they need to read the paragraph in detail
- ensure that the student makes good use of his/her diary and records sequences of instructions and information to support their poor auditory memory. Clear, written notes of homework set, date due in and equipment needed next lesson, are essential
- encourage the use of planning activities before writing begins, e.g. concept maps, key words, flow charts and writing frames. These techniques will help the student to organise his or her ideas and reduce the need for re-drafting
- emphasise how indexes, chapter headings, words in bold type, pictures and diagrams can provide quick ways to identify information that is required from a text
- try to access as many different memories (visual, auditory, kinesthetic - see it, hear it, write it or draw it) to give the student the maximum opportunity to learn new vocabulary
- ensure that there are regular opportunities to reuse/recap key concepts and vocabulary to help compensate for poor memory
- have spare pens, pencils etc. that you can lend
- praise and reward effort and achievement
- it can be helpful to enlarge text, cut a text into paragraphs or cover some of the text to reduce the amount of text that the student needs to focus
- some students find blue or green paper for photocopied information helpful
- when making notes on the blackboard divide the blackboard to aid word recognition

## **Recommendations for specific learning difficulties**

### **Reading:**

- use Directed Activities Related to Text activities to encourage higher order skills particularly cloze and sequencing which will help in predicting of outcomes
- encourage shared paired reading to develop fluency and understanding and to maintain enjoyment
- paired reading may also be useful to enable reading at a higher interest level
- give technical vocabulary prior to the introduction of topics
- texts may need to be differentiated
- teach study skills, ie ways of extracting information, e.g. 5 point plan, highlighting and word matching
- encourage personal reading and keep a record to highlight any words that need reinforcement
- encourage the student to read on to tape. The student then plays it back to check for accuracy

### **Spelling:**

- use a supportive marking policy which identifies high frequency words that need learning
- ensure that a student is using a multi-sensory method to learn spellings - read the word, say the letters aloud, cover the word, write the word saying the letters aloud, check the word
- encourage proofreading; encourage the student to identify words he/she thinks are wrong
- when students are learning to proofread, encourage them to identify 3 miscues only
- record into a personal spelling book and proofread for these
- where possible use student's own errors for developing word families - which then becomes a list for the student to learn
- continue using a spell checker at the proofreading stage
- encourage the student to establish and maintain a personal spelling dictionary
- encourage the use of cursive handwriting to learn letter strings and word families

### **Writing:**

- provide a word list to support free writing
- use planning and writing frameworks
- allow time for discussion with scribing as appropriate
- allow modified or limited outcomes
- allow represented materials, e.g. lists, charts, flow diagrams, cartoons
- encourage vocabulary extension and spelling correction at the planning stage
- use pair work with one partner writing
- give extra time to take into account the student's slower rate of reading and writing

### **Handwriting:**

- check pencil grip, the student may benefit from using a triangle to correct hold
- encourage larger cursive writing
- if writing is slow, encourage the development of keyboarding skills
- give a range of ways of representing large chunks of information. For example, storyboards, resequencing activities, writing frames, cloze procedure and multiple choice
- use scribing to ease frustration if appropriate

### **Pupils with a hearing impairment**

This is usually a permanent hearing loss of the high frequencies or tones. People with high frequency loss.

- may not hear some of the consonants, such as 's'. Consonants provide the intelligibility of speech.
- severity of the problem depends upon which tones are affected. This type of hearing loss cannot always be helped with hearing aids; again, this depends upon which frequencies need amplification.
- a high frequency hearing loss can cause misunderstanding or mishearing, even though the student appears to be hearing normally because he or she responds to speech.
- it may also cause the student to make spelling and grammatical errors, such as omitting verb and plural endings.

### **Recommendations to support students with a hearing impairment**

- use a normal voice
- do not shout or exaggerate speech
- the student may need to supplement hearing with speech-reading, so ensure that he or she is seated in a favourable position, i.e. towards the front and to one side, in such a position that the light falls on the speakers' faces and not in the student's eyes
- the student will also need to speech read classmates if there is evidence of mis-hearing other students' responses, repeat their contributions
- try not to speak behind the student with the hearing loss
- remember not to speak whilst writing on the whiteboard - the student cannot speech read from behind visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word
- be aware that the student with a high frequency loss may have difficulty following audio tapes or television programmes. Some priming with key words beforehand may be very helpful
- students learning a foreign language may find tapes particularly difficult to listen to
- give clear instructions and check for understanding

## **Students with weak auditory and/or visual memory**

### **Recommendations to support students with weak auditory and/or visual memory**

- multi sensory presentation of information
- the students will learn best in small steps with frequent review of the key points
- encourage small group reinforcement of key points
- reduce the amount of copying of information from the whiteboard
- low key adult support as necessary
- encourage the student to use his/her homework diary and general work book as a planner
- provide routine support for key sequences e.g. months of the year, days of the week, tables by recording these for reference in the student's general work book
- write the key steps for the lesson on the board
- present the structure of the lesson at the beginning
- when the working memory is limited give aural information in short chunks
- encourage students to develop a picture dictionary each lesson to support understanding and memory of subject specific vocabulary
- encourage the students /class to build up a concept map of a topic over a period of weeks to enable connections to be drawn
- look for times when a student is off task or distracted since this may be a signal that he/she has not heard or recalled instructions given earlier
- repeat verbal instructions slowly and ask the student to repeat them to a peer
- be aware that a student with memory difficulties can easily become frustrated
- for students with visual memory problems give the student small amounts of visual information at a time by covering part of a page with paper
- highlight or underline vital information and instructions

## **Students with poor concentration skills**

### **Recommendation to improve concentration skills**

- to finish tasks within allotted time give 10 minute checks; i.e. outline amount of work you expect students to complete in this time and check
- give praise/rewards for completion of tasks
- use student self monitoring for certain lessons to identify whether work is being completed on time
- provide regular feedback on performance in class
- ensure eye contact when giving key instructions to these students
- ask pupil to repeat instructions/explain their understanding of a concept to a peer or teacher
- ensure that the student is sitting away from distraction, e.g. traffic areas, materials
- work at availability/positioning of equipment which may distract
- give cues that vital instructions are about to be given



- ensure that the student is sitting in a suitable position in the classroom, close to teacher; with easy eye contact
- ensure that there is a quiet area where the student may work

### **Students with organisational difficulties**

#### **Recommendation to support students with organisational difficulties**

- establish clear routines for handing in work
- establish a folder for keeping ongoing work in
- ensure that the student is given sufficient time to record homework, preferably not at the end of a lesson
- have established classroom routines
- ensure that the students has access at home to his/her timetable and has a list of any materials that he/she may need each day
- reduce the number of worksheets which are used by the student or establish clear routines for their storage.

### **Students with social emotional and behavioural difficulties**

Students with social, emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or disrupt the education of other students. Students may be withdrawn, have low self-esteem, exhibit anti-social or uncooperative or aggressive behaviour. Many students with social, emotional and behavioural difficulties have special needs as great as those with a more obvious disability and therefore need special help. They desperately need to develop a sense of worth before they can benefit from their education. Underneath, these students want to be liked, accepted and to feel successful. In many cases such students also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time.

### **Implications for classroom practice:**

To raise the achievement of students:

- make sure that work is at the right level so students can succeed
- take an interest in the students as an individual
- use humour to create a positive classroom atmosphere
- avoid confrontational situations - reprimand in private wherever possible, avoid sarcasm
- tactically ignore some unwanted behaviour while praising even small successes
- focus on the behaviour not the child's personality
- use school and year group reward systems
- in addition to the reward system it might help to use a contract and/or special rewards for individual reprimand
- ensure targets are very specific
- discuss problems with other staff, class teacher
- praise is often more effective in private or can be a series of unobtrusive signals -

thumbs up, wink, nod

- set ground rules in the classroom so unobtrusive know what is expected of them, be prepared to remind frequently
- emphasise the positive, individual praise for good behaviour as well as good work
- be fair and consistent, don't make idle threats
- target specific behaviour (e.g. calling out). Don't expect to put everything right at once - progress will be slow
- be sparing with punishment - they rarely work and can be counter productive
- notice and respond positively to student's good behaviour

### **Recommendations to improve behaviour**

- give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation
- reinforce rules frequently
- give clear, precise instructions
- stress positive, desirable outcomes
- provide frequent feedback and reinforcement
- a home school link book or communication system with home may be useful
- to involve the student with recording in a home/school link book (age appropriate) the student could describe the day by drawing smiley faces with a short explanation by the teacher if necessary
- negotiate targets and reward the student for meeting them
- praise and encouragement should be used as much as possible
- ensure stars recorded in homework diary
- praise appropriate behaviour which is taking place nearby, to student who is behaving inappropriately
- target certain behaviour which all staff teaching student deem to be a priority and work on changing that.
- consider positive changes rather than negative ones
- give a clear message to keep a student on task
- negotiate a clear set of rules within the classroom
- ensure that rules are recorded for class viewing
- praise and reprimand based on these rules
- give a student a verbal warning and offer a strategy to avoid escalation of the problem
- reward a student for improved effort and attitude as well as achievement
- invalidate the behaviour at times by use of humour, redirection or isolation
- avoid confrontation
- for serious infringements, record antecedents so that consequences may be considered by student and staff
- for minor misbehaviour, eg off task i) check task is appropriate and understood by student ii) give non-verbal signal, stare, move nearer to pupil iii) ignore iv) time out

(up to 5 minutes which should then be taken from student's playtime) ensuring that thinking of new strategies are an essential part of the process v) reminder of acceptable behaviour vii) isolation within the classroom viii) withdrawal of privileges

### **Recommendation to build self-esteem:**

- give small structured targets and responsibilities
- recognise strengths, have realistic expectations and praise for effort
- encourage the student to recognise his strengths as well as weaknesses
- negotiate targets and give a tangible reward when they are met
- recognise if a pupil has good oral skills and place the pupil with others of similar ability
- give responsibilities within the classroom
- identify core elements of topics to be completed so that the pupil is not overloaded
- give negotiated periods of working independently with peers
- ensure all staff are alert to student's sensitivity and encourage positive comments
- try to think positively about each pupil, to look for the best so that they may become aware of their good points
- provide opportunities for students to support each other as far as possible, admonish or discipline a student away from others

### **Recommendations for students who need attention**

The student who needs attention will look for whatever kind of attention he/she can get from the teacher whether its positive or negative.

In order to help this student succeed you need to plan to give them the maximum amount of positive attention to reinforce the behaviour you want. When you give lots of attention for positive behaviour and minimal attention for negative behaviour, the child will learn to get the attention they need in an appropriate way.

### **Common behaviours of a child who is attention seeking:**

- continually engages in behaviour that demands excessive attention from teacher and peers
- frequently disturbs teacher and peers
- talks out of turn
- makes silly noises
- constantly gets out of seat
- interrupts lessons with attention-seeking behaviour
- works only when receiving attention

Teachers can determine these goals by analysing their own feelings and reactions to student's behaviour, such as:

- to feel annoyed
- to feel irritated
- "for goodness sake stop!"
- feeling of relief when the annoying behaviour ceases. Students misbehave because they know how teachers will react. Teachers' reactions can sustain and strengthen undesirable behaviour, therefore they must learn not to follow their first impulse as this could feed the mistaken goal. Having identified a mistaken goal a teacher can employ a number of strategies to help students develop better ways of behaving and one is to teach appropriate behaviour.

### **Step 1:**

Construct student behaviour profile. Students who have behavioural difficulties may not understand the teacher's expectations for different activities and may need to be taught specific appropriate behaviour. To help students become more successful you need to identify the exact circumstances in which they behave inappropriately and develop a behaviour profile. It will include the following information:

- The activities during which the student is non compliant
- The specific behaviour that occurs during those activities
- The appropriate behaviour you want the student to engage in

### **Step 2:**

Teaching appropriate behaviour:

- a) talk to the student individually when no other students are around
- b) discuss the exact nature of the problem
- c) choose 1 area to work on at a time
- d) give an explanation about behaviour eg "when you talk during individual work time you don't finish your work and you stop other students from getting on with theirs
- e) state the exact behaviour that you expect from the student during a specific activity
- f) check that the student has understood the instructions.
- g) get them to repeat the behaviour you are expecting
- h) remind the student of appropriate behaviour before each activity
- i) reinforce the child as soon as they behave appropriately

### **Other strategies for children who are attention seeking:**

- use planned ignoring; ignore the student behaving inappropriately and praise a child nearby who is behaving appropriately
- "what gets attention will increase." Acknowledge and reinforce appropriate behaviour
- sometimes do the opposite of what is expected - give permission to a child to continue unwanted behaviour. This works best where a behaviour was intended to irritate,

- antagonise or annoy the adult; if permitted openly the activity loses all its attraction
- make expectations about behaviour very clear; establish rules and boundaries and reward compliance.
  - use stickers, certificates, badges and letters home
  - develop a whole class reward system. This will encourage a feeling of belonging and working towards a common goal.
  - teach friendship skills to enable child to make and maintain relationships
  - pair with good role model; use a 'work buddy' system; make them feel valuable by organising a special job or responsibility
  - teach new skills e.g. juggling, to achieve a valued role
  - label the behaviour and not the student as this will keep their self-esteem intact; use "I" statements and acknowledge feelings: "when you talk during story time I feel very irritated and the other students cannot hear the story."
  - teach other students to use "I" statements: "I like you Wayne, but I don't like it when you push in the line."
  - offer consequences for misbehaviour as a choice: "if you continue to poke Michael you will have to sit by yourself; the choice is yours. "I am disappointed Wayne, but I did speak to you about letting Michael get on with his work. You have chosen to sit by yourself." This makes students responsible for their behaviour and takes the stress of failure away from the teacher.
  - take an interest in the student and their hobbies. share relevant information about common out of school activities
  - use circle-time activities to encourage co-operative group work, and place problems in a social context
  - foster a sense of belonging where every member is valued and valuable; create an environment where it is safe to take risks and make mistakes
  - introduce 'special person ' once a week in circle-time; this will provide another opportunity to affirm the positive attributes in the student
  - give as much unconditional positive strokes as possible; this means the student gets lots of positive regard 'just for being themselves' - they don't have to do anything to earn it.
  - extend feelings vocabulary, as when expressed appropriately they will be a powerful tool in getting needs met
  - plan for success and celebrate when it happens
  - focus on student's abilities and strengths rather than on disabilities and weaknesses; suggested strategies for children who need to be in control: (these will also be effective for the child seeking revenge)
  - keep calm! avoid a power struggle with the student.
  - if the student is off-task, redirect and then walk away - as if you expect the child will do what you've directed. This is called 'expectation of compliance' (Bill Rogers 1992) and is powerful as it avoids a confrontational situation and allows the child to 'save face'
  - be careful not to praise too soon; the student will not want to appear to be working to please you, so delay your reaction. A casual nod or smile will often reinforce the

behaviour you want.

- keep praise low-key; the student will not want to appear to conform and so a 'quiet word in the ear' will be more effective than praise in front of the whole class
- give power to the student in the form of special responsibilities
- organise opportunities for the student to feel important - help younger children with their work
- give control to the student by statements such as "you're working quietly", instead of "I like the way you're working quietly".
- establish firm limits and boundaries; negotiate rules so that the student feels ownership
- use logical consequences that are applied to the whole class and therefore seen as 'being fair'
- develop a positive friendly manner and don't take the student's behaviour personally
- be prepared to listen rather than accuse; avoid audiences; speak to the student about inappropriate behaviour privately
- 'reframe' their actions and attribute positive reasons for their behaviour. "I can see you're not joining in the group discussion but that's probably because you need some extra thinking time"

#### **Suggested strategies for the helpless (avoidance of failure):**

- build confidence
- focus on improvement; notice contributions; build on strengths
- acknowledge the difficulty of the task
- set time limits on tasks
- focus on past success; analyse past success; encourage and support students in order to repeat past success
- make learning tangible; foster an "I can" atmosphere in the classroom; get students to make a list of "I cans"; accomplishment albums ; checklist of skills
- provide tutoring; extra initial help from teacher to get started; peer tutoring
- group work to encourage co-operation and collaboration
- teach positive self-talk; encourage positive self-talk before beginning tasks
- put positive signs around the classroom
- make mistakes ok; everyone makes mistakes - we can learn from them; our work doesn't always have to be good - good enough will do; minimise the effect of making mistakes
- take the blame - "this must be my fault, I didn't explain it very well"
- recognise achievement; celebration assemblies; certificates and stickers; positive time-out; self approval; clapping and standing ovations
- modify teaching methods; use concrete learning materials; attractive computer programmes; self explanatory worksheets; self-correcting assessment; teach one step at a time
- show the student that they are capable; this student will want you to do everything for them - "learned helplessness"; do not 'rescue' as this is unhelpful; encourage student's attempts, not the end product; they are capable

## Appendix F Support Strategies for Areas of Concern

1. Thinking and Learning	Requires Support With
<input type="checkbox"/> Takes part in an individual or group work but still requires additional differentiation	<input type="checkbox"/> listening and speaking
<input type="checkbox"/> Performance of below the expected level	<input type="checkbox"/> viewing and learning
<input type="checkbox"/> Specific difficulties in language, literacy and/numeracy are beginning to interfere with ability to make expected progress	<input type="checkbox"/> reading/pre-reading
<input type="checkbox"/> Difficulty generalizing from experience, and/using problem solving	<input type="checkbox"/> writing/pre-writing
<input type="checkbox"/> Attitude and/approach to learning(e.g. demotivated, disorganized, lacks independence) are restricting access to the curriculum	<input type="checkbox"/> data handling and measurement
<input type="checkbox"/> Uneven/spikey learning profiles	<input type="checkbox"/> number/early number concepts
	<input type="checkbox"/> shape and space
	<input type="checkbox"/> pattern and function
STRATEGIES	
<input type="checkbox"/> differentiate instructions/questions/groupings, tasks and assessment <input type="checkbox"/> use direct instruction <input type="checkbox"/> pre-teach and regularly reinforce knowledge of high frequency words <input type="checkbox"/> use multisensory approaches <input type="checkbox"/> use graphic organizers <input type="checkbox"/> allow for alternative methods of recording knowledge and understanding <input type="checkbox"/> use manipulatives to support understanding and memory <input type="checkbox"/> provide visual supports and modeling <input type="checkbox"/> provide small group or individual support at least 3 times per week <input type="checkbox"/> use cooperative learning activities/strategies <input type="checkbox"/> give regular movement/brain breaks <input type="checkbox"/> make targets explicit and in student friendly terms <input type="checkbox"/> provide positive, specific and timely feedback <input type="checkbox"/> use organisation checklists, visual prompts and self monitoring tools to develop self-	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> accept responsibility of their behaviors</li> <li><input type="checkbox"/> show empathy towards others</li> <li><input type="checkbox"/> wait their turn in a group</li> <li><input type="checkbox"/> physically stay in their group</li> <li><input type="checkbox"/> accept direction without argument</li> <li><input type="checkbox"/> correct angry feelings and and inhibit physical/verbal aggression towards others</li> </ul> <p><i>Emotional behavior</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read/understand other’s feelings</li> <li><input type="checkbox"/> form and maintain basic relationships</li> <li><input type="checkbox"/> try things that are challenging</li> <li><input type="checkbox"/> manage difficult emotions</li> <li><input type="checkbox"/> calm themselves down after being upset</li> <li><input type="checkbox"/> show happiness when appropriate</li> <li><input type="checkbox"/> be aware of behaviors that put self and others at risk</li> <li><input type="checkbox"/> avoid self harming behaviors</li> </ul>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a behavior support plan, including positive behaviors to increase and access to meaningful reinforcement.</li> <li><input type="checkbox"/> create a student support plan(ssp) with targetted behaviors of concern</li> <li><input type="checkbox"/> provide targetted sessions emphasizing relationships, emotions, social skills and/or resilience</li> <li><input type="checkbox"/> use short time tasks/activities, making use of visual/auditory prompts</li> <li><input type="checkbox"/> share strategies with relevant staff to ensure a consistent approach</li> <li><input type="checkbox"/> use support such as buddy system, play leader, coaching and mentoring</li> <li><input type="checkbox"/> provide cooling down time</li> <li><input type="checkbox"/> provide opportunitites for movement/brain break</li> <li><input type="checkbox"/> provide areas for quite time</li> <li><input type="checkbox"/> provide visual timetables</li> </ul>	



<ul style="list-style-type: none"> <li><input type="checkbox"/> provide visual cues</li> <li><input type="checkbox"/> create behavior contract/reward/token systems</li> <li><input type="checkbox"/> provide frequent verbal praise/affirmations</li> <li><input type="checkbox"/> clearly communicate expectations, consequences and/or boundaries</li> <li><input type="checkbox"/> regular home/school collaboration to share and review strategies</li> <li><input type="checkbox"/> provide regular opportunities for success</li> <li><input type="checkbox"/> educate the whole class and/or individuals about ways in which they can provide support</li> <li><input type="checkbox"/> create social stories to teach skills</li> <li><input type="checkbox"/> provide support for sensory processing difficulties</li> <li><input type="checkbox"/> provide appropriate groupings</li> <li><input type="checkbox"/> ensure that expectations are matched to abilities</li> <li><input type="checkbox"/> ensure that selected reinforcers are meaningful and motivating for the student</li> <li><input type="checkbox"/> plan for peer/adult support during play/unstructured times</li> <li><input type="checkbox"/> evaluate and modify the child's environment</li> <li><input type="checkbox"/> other</li> </ul>	
<b>3. Speech and Language</b>	<b>Requires Support To</b>
<input type="checkbox"/> Signs of frustration/difficulty forming relationships with peers and/or evidence of isolation during lunch and other social times	<p><i>Interaction and Play</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> converse with adult or peers</li> <li><input type="checkbox"/> engage in cooperative play</li> <li><input type="checkbox"/> interact with peers</li> </ul> <p><i>Attention and Listening</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate whole body listening</li> <li><input type="checkbox"/> maintain attention during whole class activities</li> <li><input type="checkbox"/> maintain attention during table activities</li> </ul> <p><i>Understanding Languages</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follow instructions</li> <li><input type="checkbox"/> understand literal languages</li> <li><input type="checkbox"/> make inferences</li> </ul>
<input type="checkbox"/> Concerns about expressive language skills	
<input type="checkbox"/> Difficult to understand out of context	
<input type="checkbox"/> Difficulties following instructions or participating in classroom activities dependent on listening; perhaps leading to problems in working at the same pace as peers, and/or difficulties maintaining or sustaining concentration in the classroom	
<input type="checkbox"/> Concern about ability to understand language	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand vocabulary</li> <li><i>Expressive Language</i></li> <li><input type="checkbox"/> use grammar correctly</li> <li><input type="checkbox"/> consistently include function words</li> <li><input type="checkbox"/> use a range of vocabulary</li> <li><input type="checkbox"/> respond appropriately to questions</li> <li><input type="checkbox"/> retrieve known vocabulary</li> <li><i>Intelligibility</i></li> <li><input type="checkbox"/> articulate speech sounds</li> <li><input type="checkbox"/> make themselves understood</li> </ul>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provide on-going coaching/modeling opportunities</li> <li><input type="checkbox"/> explicitly teach skills for interaction</li> <li><input type="checkbox"/> use a buddy system</li> <li><input type="checkbox"/> use role play to practise skills</li> <li><input type="checkbox"/> explicitly teach expected social thinking skills</li> <li><input type="checkbox"/> explicitly support in cooperative play activities</li> <li><input type="checkbox"/> use small group to scaffold sharing</li> <li><input type="checkbox"/> provide specific opportunities to talk to role models</li> <li><input type="checkbox"/> model expected language</li> <li><input type="checkbox"/> check for understanding</li> <li><input type="checkbox"/> pre-teach key vocabulary</li> <li><input type="checkbox"/> value verbal contributions</li> <li><input type="checkbox"/> appropriately acknowledge and remedy mistakes/misunderstandings</li> <li><input type="checkbox"/> notify in advance of turn to speak</li> <li><input type="checkbox"/> prompt with initial sounds and/gestures</li> <li><input type="checkbox"/> encourage the student “talk around” difficult words</li> <li><input type="checkbox"/> target one consistent error</li> </ul>	

- teach to use whole body listening skills
- use visual prompts, including displays
- provide opportunities for movement/brain breaks
- gain attention before speaking
- provide visual timetable/activity checklist
- purposefully plan for individual work space
- use differentiated questioning strategies
- use simplified language
- chunk instructions
- allow wait/processing time of up to 7 seconds
- provide objects of reference(props)
- display key vocabulary in the classroom
- offer explicit instruction and frequent opportunities for practice
- other

4. Social and Communication	Requires Regular Support to
<input type="checkbox"/> Restricted use of language and/or may talk 'at' rather than 'to' others	<i>Social Development</i>
<input type="checkbox"/> Little apparent understanding of the impact of actions on self and others; leading to fragile or absent social relationships	<input type="checkbox"/> make expected social approaches
<input type="checkbox"/> Capacity to 'share interest' and/or 'share attention' is limited	<input type="checkbox"/> share with familiar adults and peers
<input type="checkbox"/> Focus of interest is often on a limited set of activities	<input type="checkbox"/> control their responses to inappropriate /unexpected noises/behaviors
<input type="checkbox"/> Group work may be difficult	<i>Communication Skills</i>
<input type="checkbox"/> Capacity to self-direct learning suggested by others instead of self, and/or deal with changes with routine is limited. Shows rigidity of thought following other's agenda	<input type="checkbox"/> understand verbal communication
<input type="checkbox"/> Presents difficulties in moving attention from	<input type="checkbox"/> interpret physical cues from others
	<input type="checkbox"/> overcome extreme shyness
	<input type="checkbox"/> understand literal/idiomatic language
	<input type="checkbox"/> interact with adults and peers

<p>one task to another, particularly if second task is adult chosen</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> engage in co-operative play</li> <li><input type="checkbox"/> make appropriate attempts when requesting attention</li> </ul> <p><i>Flexibility of Thought</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> manage changes in routine</li> <li><input type="checkbox"/> learn in open ended situations</li> <li><input type="checkbox"/> manage anxieties over preference of things to be same</li> <li><input type="checkbox"/> manage anxiety over specific changes to normal routine</li> <li><input type="checkbox"/> manage obsessive attraction to certain objects, topics or activities</li> <li><input type="checkbox"/> make choices</li> </ul> <p><i>Cognitive Development</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sustain attention on a task not of their choosing</li> <li><input type="checkbox"/> understand the importance of involvement of group work</li> <li><input type="checkbox"/> accept a variety of instructional styles</li> </ul>
<p><b>STRATEGIES</b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> create formal/structured opportunities to practice and develop social communication skills</li> <li><input type="checkbox"/> provide structure for sharing in class</li> <li><input type="checkbox"/> use modeling and role play to develop peer to peer interaction</li> <li><input type="checkbox"/> teach awareness of danger and how to keep self and others safe</li> <li><input type="checkbox"/> use comic strip conversations, social stories and social thinking strategies to teach social understanding</li> <li><input type="checkbox"/> help to understand and identify a range of feelings within their own body</li> <li><input type="checkbox"/> use simple, explicit instructions reinforced with visual support</li> <li><input type="checkbox"/> teach to name feelings in difficult situations</li> </ul>	

- create opportunities to use co-operative learning skills
- provide support in collaborative group activities
- teach common idioms and metaphors
- teach commonly used classroom expressions
- use positive redirection to stop unwanted behaviours
- use then/when statements:when you finish this you can then....
- restrict choices to two or three options
- provide a structured environment with clear routines and consistent expectations
- use social stories or visual prompts to prepare for changes and transitions
- gradually introduce unexpected events in the timetable
- provide clear consequences for choices
- identify preferred activity to help in high anxiety situations
- use timers to help manage time limit tasks
- relate the subject to direct experiences or shared experiences
- other

<b>5. Motor Coordination/Physical/Self Care</b>	<b>Requires Support To</b>
<input type="checkbox"/> Some over or under sensitivity to sensory stimuli; may be overwhelmed by noisy and/or visually stimulating classrooms	<i>Gross motor skills</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> generalise motor learning from one activity to another</li> <li><input type="checkbox"/> monitor incoming information from the environment, and make their body respond in a timely way</li> <li><input type="checkbox"/> learn and perform new motor tasks</li> <li><input type="checkbox"/> move in a safe and coordinated manner</li> </ul> <i>Fine motor skills</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> establish left and right</li> <li><input type="checkbox"/> hold a writing tool with an efficient grip</li> <li><input type="checkbox"/> copy, write, paste and draw</li> <li><input type="checkbox"/> co-ordinate the use of both sides of their body</li> </ul>
<input type="checkbox"/> Shows lacks of awareness of sensitivity to pain	
<input type="checkbox"/> Poorly developed gross and/or fine motor skills	
<input type="checkbox"/> Specific difficulties in vision and/hearing are interfering with ability to make expected progress	
<input type="checkbox"/> Immature or poorly developed self care skills	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> manipulate small objects</li> <li><input type="checkbox"/> master activities that cross the midline</li> <li><input type="checkbox"/> cut and glue</li> </ul> <p><i>Sensorimotor skills</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> modulate visual input</li> <li><input type="checkbox"/> modulate auditory input</li> <li><input type="checkbox"/> modulate tactile/oral input</li> <li><input type="checkbox"/> stay engaged and on task</li> </ul> <p><i>Self-care skills</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> master daily living activities</li> <li><input type="checkbox"/> organize belongings and home/school materials</li> <li><input type="checkbox"/> use the toilet independently</li> </ul> <p><i>Vision</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> see at a distance/nearby</li> <li><input type="checkbox"/> differentiate colors and forms</li> <li><input type="checkbox"/> perceive depth</li> <li><input type="checkbox"/> navigate unknown spaces independently</li> </ul> <p><i>Hearing</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> hear in a quiet learning space</li> <li><input type="checkbox"/> follow along and participate in classroom discussions/groupwork</li> <li><input type="checkbox"/> develop phonological/phonemic awareness and sound knowledge</li> </ul>
<b>STRATEGIES</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> practice regular and frequent opportunities to practise skills</li> <li><input type="checkbox"/> participate in a motor co-ordination group</li> <li><input type="checkbox"/> provide a variety of adapted resources</li> <li><input type="checkbox"/> adapt the learning environment</li> <li><input type="checkbox"/> provide technological resources</li> <li><input type="checkbox"/> allow for various working positions</li> <li><input type="checkbox"/> allow extra time for transitions</li> <li><input type="checkbox"/> provide visual supports/cue cards</li> <li><input type="checkbox"/> provide verbal praise/encouragement</li> <li><input type="checkbox"/> develop a system for positive reinforcement</li> <li><input type="checkbox"/> allow extra thinking/working time</li> <li><input type="checkbox"/> provide frequent opportunities for movement/brain breaks</li> <li><input type="checkbox"/> provide a less stimulating working environment</li> <li><input type="checkbox"/> provide a visual schedule/activity checklist</li> <li><input type="checkbox"/> provide social stories</li> <li><input type="checkbox"/> liaise with parents/carers</li> </ul>	

- buddy with a skilled peer
- provide contrasting backgrounds when working with fonts or manipulatives
- use gestural prompts
- purposefully plan for student's work space
- other

## **6. Medical Needs**

There are medical needs that have been documented and discussed with parents/carers

**Appendix G Individual Learning Plan Format**

<b>Name of the Student:</b>	<b>DOB(age);</b>
<b>Year &amp; Section/Homeroom Teacher:</b>	<b>Subject/Subject Teacher:</b>
<b>Documented Diagnosis/medical condition(if applicable):</b>	

**Term:**

**Review Date:**

	<b>Areas to be addressed in school(tick as appropriate)</b>	
<b>Areas of Concern and Support by AusIS</b>	<input type="checkbox"/> Thinking & Learning <input type="checkbox"/> Emotional & Social Wellbeing <input type="checkbox"/> Speech & language	<input type="checkbox"/> Social & Communication <input type="checkbox"/> Motor/Physical/Self Care <input type="checkbox"/> Medical
Summary of Strengths/ Interests		
Summary of Areas to Support		

<b>Additional Information (if applicable)</b>	<b>Comments</b>
Therapy	
Exam Considerations	
EAL Support	
Other Support	
<b>Year Long Targets</b>	
Thinking and Learning	
Emotional and Social Wellbeing	
Speech and language	
Motor and Coordination/Physical/Self Care	
Family Selected(optional)	





**Appendix H AusIS SEN Student Referral Form**

Name of Student:	
Year Level:	
Member of Staff:	
Has this student been discussed with your Programme Coordinator/Vice Principal/Principal/Parent/Guardian/Care Giver?	<input type="radio"/> Yes <input type="radio"/> No

1. Please tick which area(s) are a concern:

- Thinking & Learning
- Emotional & Social Wellbeing
- Speech & Language
- Social & Communication
- Motor Coordination/Physical/Self Care

2. Briefly explain what difficulties the student is experiencing in accessing the curriculum.

3. Aside from quality first teaching, how have you differentiated the lesson/adapted your planning for the student?

4. Please detail any other factors which may be relevant (conversations with the student/parents/colleagues)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_