

LEARNING SUPPORT PLANNING TOOL

Independent Living and Self Determination: (Personal Responsibility)

This functional domain includes all aspects of self care and self-determination. **Self-Care** includes skills and knowledge in the areas of healthy living, safety, and personal care (toileting, dressing, feeding, medication use and personal hygiene). **Self-Determination** includes the skills, knowledge and beliefs that allow a student to engage in goal directed, self-regulated, independent behaviour.

TIER ONE: Universal

Tier One universal supports provided in the learning environment are necessary for some students and beneficial for all students.

TIER TWO: Targeted

Tier Two targeted supports provided in the learning environment allow students access to personal and curricular learning standards.

TIER THREE: Intensive

Tier Three intensive supports provided in the learning environment include specifically designed accommodations to allow students to achieve the curricular standards

Healthy Living

Independently sets age/grade appropriate personal healthy living goals	<input type="checkbox"/> When a variety of templates/examples/choices are available (e.g. criteria of assignment)	<input type="checkbox"/> When limited templates/examples/choice are provided (e.g. Model and demonstrate each step)	<input type="checkbox"/> With consistent instructional support (e.g. Model and demonstrate each step of an assignment)
Demonstrates age/grade appropriate healthy living strategies	<input type="checkbox"/> When a variety of templates/examples/choices are available (e.g. packing a healthy snack at recess)	<input type="checkbox"/> When limited templates/examples/choices are provided (e.g. picks from two options of snack at recess)	<input type="checkbox"/> With direct support and instruction (e.g. they eat the snack provided)
Demonstrates healthy living practices (exercise, eating, medication use, substance abuse, sexual behaviours)	<input type="checkbox"/> When cues and prompts are available (e.g. student goes to the office daily to take medication at recess)	<input type="checkbox"/> When organizational structures are provided (e.g. student goes the office to take medication when reminded)	<input type="checkbox"/> With direct support and instruction (e.g. student goes to office to take medication when accompanied by the Educational Assistant)
Participates in physical activities	<input type="checkbox"/> With minimal supervision, support or adaptations to ensure safety (e.g. actively participates in Physical Education class)	<input type="checkbox"/> With moderate supervision, support or adaptations to ensure safety (e.g. participates in Physical Education class when reminders of expected behaviour are provided)	<input type="checkbox"/> With direct supervision, support or specific adaptations to ensure safety (e.g. participates in Physical Education class when guided and supported throughout.)
Identifies and engages in appropriate leisure activities	<input type="checkbox"/> When cues and prompts are available (e.g. student will engage in silent reading when reminded to get their book)	<input type="checkbox"/> When organizational structures are provided (e.g. when students are reminded of the daily schedule and what is the expected behaviour)	<input type="checkbox"/> When choices are presented, and organizational structures are provided (e.g. the student is offered a choice of reading a book or magazine)
Accesses community resources for personal health	<input type="checkbox"/> When reinforcements provided, e.g. student asks to see a dentist when they have a tooth ache	<input type="checkbox"/> When organizational structures are provided (e.g. student is reminded of the need to see dentist for yearly check-up and cleaning)	<input type="checkbox"/> With direct support and instruction (e.g. student is supported in regular brushing of their teeth after lunch)
Engages in meaningful interactions with members of the classroom, school and larger social community	<input type="checkbox"/> When reinforcements are provided (e.g. student actively participates in group discussions)	<input type="checkbox"/> When clearly outlined purposes for interactions are provided (e.g. student participates in group discussions when provided with an outline of the topic)	<input type="checkbox"/> When consistent purposes and reinforcements are provided (e.g. student participates in group discussion when a rehearsed response is provided)
Makes developmentally appropriate social choices	<input type="checkbox"/> When a variety of examples/choices are available (e.g. student chooses to play soccer with peers during recess)	<input type="checkbox"/> When limited examples/choices are provided (e.g. student chooses between soccer and kick ball with peers during recess)	<input type="checkbox"/> With direct support and instructions (e.g. student participates in soccer at recess when a group of peers invites and support their participation)

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Safety

Demonstrates age/grade appropriate safety skills (following school rules, etc.)	<input type="checkbox"/> When simple examples and reinforcements provided (e.g. student safely crosses the street when reminded to look both ways before leaving classroom)	<input type="checkbox"/> When examples and reinforcements are provided (e.g. student safely crosses the street when reminded to stop and look both ways before leaving the school)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. student safely crosses the street when peers support and model appropriate crossing behaviour)
Identifies potentially unsafe situations	<input type="checkbox"/> When examples/choices are available (e.g. student can identify that riding a bike without a bike helmet is unsafe)	<input type="checkbox"/> When limited examples/choices are provided (e.g. student can identify that riding a bike without a helmet is unsafe when provided with examples of safe and unsafe behaviour)	<input type="checkbox"/> When specific examples/choices and consequences are reviewed (e.g. student can identify that riding a bike without a helmet is unsafe when questions are used to guide student's thinking to identify reasons it is unsafe)
Recognizes and responds to interpersonal conflicts in an age/grade appropriate manner	<input type="checkbox"/> When cues and prompts are provided for example student is reminded to use 'I messages' to explain how they are feeling when in conflict with a peer)	<input type="checkbox"/> When limited examples/choices are provided (e.g. student uses an "I message" script to explain their feelings when in conflict with a peer)	<input type="checkbox"/> When specific example/choices and consequences are reviewed (e.g. when a student participates in a guided conversation to explain their feelings when in conflict with a peer)
Applies safety skills re: home, internet, community, and work	<input type="checkbox"/> When cues and prompts are provided (e.g. student engages in safe internet behaviour when reminded of a poster on the wall of the classroom)	<input type="checkbox"/> When examples/choices are provided and reinforced (e.g. student engages in safe internet behaviour when reminded not to provide personal information on websites)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. student engages in safe internet behaviour when guided through online activities)
Establishes boundaries to self-protect from unsafe situations	<input type="checkbox"/> When cues and prompts are provided (e.g. student identifies their personal space boundaries and respects others personal space)	<input type="checkbox"/> When limited examples/choices are provided and consequences are reviewed ((e.g. student identifies their personal space boundaries when two measure that can be used to identify personal space are provided)	<input type="checkbox"/> When specific example/choices and consequences are reviewed (e.g. student identifies personal space boundaries when a peer models standing an arm length apart when talking)
Solves conflict non-violently	<input type="checkbox"/> When cues and prompts are provided (e.g. student is reminded to use words and listen when in conflict with peers)	<input type="checkbox"/> When replacement strategies are reviewed and reinforced (e.g. student uses provided outline to guide conflict resolution with peers)	<input type="checkbox"/> When replacement strategies are taught and reinforced (e.g. Student is guided through simple conflict resolution process activity with peers)
Recognizes positive and negative external influences /resistant to manipulation ("gullibility")	<input type="checkbox"/> When cues and prompts are provided (e.g. student is able to recognize attempts to mislead them when playing a board game in class)	<input type="checkbox"/> When limited examples/choices are provided (e.g. student is able to recognize an attempt to mislead them when provided with one good option and one misleading option when playing a board game)	<input type="checkbox"/> When specific example/choices and consequences are reviewed (e.g. student is able to recognize an attempt to mislead them when guided through the consequence of the two choices provided when playing a board game)

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Personal Care

Demonstrates age/grade appropriate personal hygiene and grooming	<input type="checkbox"/> When cues and prompts are provided (e.g. students are reminded to wash hands after going to the washroom)	<input type="checkbox"/> When organizational structures are provided (E.g. students are reminded to use soap and sing the “Happy Birthday” song twice while washing hands after using the washroom)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. students are reminded, after receiving direct instruction, by a posted visual schedule on bathroom mirror of the steps involved in washing hands after using the washroom)
Manages medical procedures and supports (e.g., glucose monitoring, urine testing, feeding tubes)	<input type="checkbox"/> With minimal supervision or support (e.g. student can use glucose monitoring device when given reminders and opportunity to do so in safe location)	<input type="checkbox"/> With moderate supervision or support (e.g. student uses glucose monitoring device when adult supervision is provided, and test results are monitored)	<input type="checkbox"/> With direct supervision or support (e.g. a responsible adult supports student while using glucose monitoring device and records test results)
Manages medication use	<input type="checkbox"/> With minimal supervision or support (e.g. student can independently go to office and take medication during school day)	<input type="checkbox"/> With moderate supervision or support (e.g. student is reminded to go to office and is supervised while taking medication)	<input type="checkbox"/> With direct supervision or support (e.g. student is supported by a responsible adult when taking medication during the day)

Self-Determination

Sets realistic age/grade appropriate personal goals	<input type="checkbox"/> When cues and prompts are provided (e.g. student will write a weekly reading goal in agenda and monitor progress)	<input type="checkbox"/> When organizational structures are provided (e.g. student will use a provided reading goal template and use simple checklist to monitor)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. student is provided a goal and a timer to allow monitoring of timer)
Chooses between (multiple) options	<input type="checkbox"/> When cues and prompts are provided (e.g. Student is able to make a choice regarding regular physical activity to ensure a healthy lifestyle)	<input type="checkbox"/> When strategies for selection are reinforced (e.g. Student is able to make a choice regarding regular physical activity when reminded of the differences between strength, cardio and flexibility activities to ensure a healthy lifestyle)	<input type="checkbox"/> When strategies for selection are taught and reinforced (e.g. Student is able to make a choice regarding regular physical activity when selecting between limited options in the areas of strength, cardio and flexibility activities to ensure a healthy lifestyle)
Describes abilities and needs in relation to goals/activity/task	<input type="checkbox"/> When a variety of examples are available (e.g. student requests use of word processing software to reduce written output fatigue on assignment because of their dysgraphia)	<input type="checkbox"/> When limited descriptions/examples are provided (e.g. student is provided with two options to reduce written output fatigue)	<input type="checkbox"/> With direct support (e.g. Student is provided with a template to fill in to limit written output fatigue)
Advocates for support for learning	<input type="checkbox"/> When reinforcements are available (e.g. student will request extra time to write unit test in math)	<input type="checkbox"/> When organizational structures are provided (e.g. student is reminded to request extra time and quiet place to write unit test in math)	<input type="checkbox"/> When consistent structures and reinforcements are provided (e.g. student is provided with extra time and alternative location to write unit test in math)

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Demonstrates self-regulated learning (sets learning goals, selects strategies, monitors progress and self-corrects)	<input type="checkbox"/> When prompts and reinforcements are provided (e.g. student uses posted SRL model to set weekly learning goals)	<input type="checkbox"/> When organizational structures are provided (e.g. student completes SRL model template to set weekly learning goals)	<input type="checkbox"/> When consistent structures and reinforcements are provided (e.g. student is guided through completion of the model template and reminded to review weekly learning goals)
Expresses preferences and interests in relation to goals/activity/task	<input type="checkbox"/> When a variety of examples are available (e.g. student is able to pick from a variety of methods of demonstrating learning)	<input type="checkbox"/> When limited examples are provided (e.g. Student is able to pick from two provided methods to demonstrate learning)	<input type="checkbox"/> When specific examples are provided (e.g. Student is guided through a structured method to demonstrate learning)
Engages in new tasks and/or experiences	<input type="checkbox"/> When cues and prompts are provided (e.g. Student joins in new game at recess with peers)	<input type="checkbox"/> When organizational structures are provided (e.g. Student joins in a new game at recess when peers ask them to join in after watching them play)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. Student joins in a new game at recess after they are told the rules and peers guide them through and encourage their participation)
Follows routines and transitions	<input type="checkbox"/> When cues and prompts are provided (e.g. student looks at posted visual daily schedule on wall to know the class schedule)	<input type="checkbox"/> When organizational structures are provided (e.g. Student uses a visual daily schedule and oral reminders of class schedule)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. Student is provided with reminder that math class is next in addition to visual schedule posted on desk)
Initiates tasks and activities	<input type="checkbox"/> When reinforcements are available (e.g. student takes out pencil crayons to complete art project when finished writing assignment)	<input type="checkbox"/> When organizational structures are provided (e.g. Student is provided with two options to work on after completing written assignment)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. student is given their art project and pencil crayons and directed to work quietly after completing written assignment)
Manages basic household tasks such as cooking and cleaning	<input type="checkbox"/> When cues and prompts are provided (e.g. students are use their recipe and the poster on the cupboard door to locate cooking utensils at their home economics station)	<input type="checkbox"/> When organizational structures are provided (e.g. students are provided with a written recipe and use visual images on the drawers and cupboards to locate cooking utensils at their home economics station)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. students are provided visual images of the cooking utensils on the recipe to locate the cooking utensils at their home economics station)
Manages money and maintains a budget in relation to activity/task	<input type="checkbox"/> When reinforcements are available (e.g. Student is able to make correct change when selling a product at student entrepreneur fair)	<input type="checkbox"/> When strategies for planning and review are taught and limited templates are provided (e.g. student is provided with template that allows them to make correct change by matching money they receive to the change they must provide when selling a product at the student entrepreneur fair)	<input type="checkbox"/> When strategies for planning and review are taught and activity/tasks specific templates (e.g. student works with peers and uses template to organize and manage the change provided when selling a product at the student entrepreneur fair)

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Manages mobility and access needs	<input type="checkbox"/> With minimal supervision or support (e.g. student can request access and use the manual crank on a height adjustable lab table in the science room)	<input type="checkbox"/> With moderate supervision or support (e.g. Student asks for assistance to access and use the manual crank on a height adjustable lab table in the science room)	<input type="checkbox"/> With direct supervision or support (e.g. Student requires peer or adult support to access and use the manual crank on a height adjustable lab table in the science room)
Uses private and public transport to access community services (shopping, restaurants, parks, recreation facilities)	<input type="checkbox"/> When prompts and reinforcements are available (e.g. student is reminded of the handy dart policy of using a seat belt)	<input type="checkbox"/> When organizational structures are provided (e.g. student is reminded to check that their seatbelt is on before using the handy dart)	<input type="checkbox"/> With direct support, instruction and reinforcement (e.g. student is supported in buckling seatbelt and preparing to use the handy dart)
Demonstrates skills for working in paid employment	<input type="checkbox"/> When prompts and reinforcements are available (e.g. student writes their weekly schedule of shifts at their after-school job in their agenda)	<input type="checkbox"/> When expectations are clearly outlined and reviewed (e.g. student is provided with a schedule of start times and tasks to complete at their after-school job)	<input type="checkbox"/> With expectations are clearly outlined, limited and regularly reviewed (e.g. student is provided oral reminder of their afterschool job start time and a visual and written checklist of tasks to complete)

DRAFT FOR DISCUSSION

LEARNING SUPPORT PLANNING TOOL

Cognitive (Thinking):

Cognition refers to the domain of thinking abilities, those core skills that make it possible to learn. The core cognitive skills include executive functioning, attention, memory, and processing skills.

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Executive Functioning

Attends to learning tasks/activities	<input type="checkbox"/> When multiple cues are available (e.g. visual and verbal instructions)	<input type="checkbox"/> When multiple cues are provided throughout the task (e.g. visual and verbal instructions; auditory and/or visual time indicators)	<input type="checkbox"/> When specific cues are provided throughout the task (e.g. visual and verbal instructions; auditory and/or visual time indicators)
Understands and attends to information from two or more sources at the same time	<input type="checkbox"/> When cues and prompts are available (e.g. to read along with the teacher or audio book)	<input type="checkbox"/> When cues, prompts and organizers are provided	<input type="checkbox"/> When specific cues, prompts and organizers are provided and supported
Starts and completes multi-step or complex tasks	<input type="checkbox"/> When checking for understanding of is embedded in the instructions and organizational structures are reviewed	<input type="checkbox"/> When checking understanding is embedded in the instructions and reinforced throughout the task and organizational structures are provided	<input type="checkbox"/> When checking understanding and organizational structures are supported throughout the task
Chooses and applies a variety of learning strategies	<input type="checkbox"/> When cues and prompts are available (e.g. student uses a mnemonic strategy to remember the colours of the rainbow)	<input type="checkbox"/> When choices are provided in relation to the task/activity (e.g. Student is provided with a choice of two strategies a mnemonic and a silly sentence strategy to remember the colours of the rainbow)	<input type="checkbox"/> When limited choices are provided and supported in relation to the task/activity (Student is supported by oral reminders of the mnemonic strategy <i>ROY G BIV</i> to learn the colours of the rainbow)
Demonstrates problem solving and an understanding abstract and conceptual thinking (e.g. cause and effect, natural consequences, and interpreting visual information) in multiple settings	<input type="checkbox"/> When cues and prompts are available (e.g. when playing a game, student is able to recognize and explain the possible outcomes of different moves)	<input type="checkbox"/> In limited settings when examples, cues and prompts are provided (e.g. when prompted student is able to recognize that different moves will have different outcomes when playing a game)	<input type="checkbox"/> In specific settings when examples, cues and prompts are provided and supported (e.g. when prompted and given examples student can recognize that two moves have different outcomes)
Recognises and manages impulsive behaviours in multiple settings	<input type="checkbox"/> When cues and prompts are available (e.g. Student is able to)	<input type="checkbox"/> In limited settings when strategies are provided and reinforced (e.g.	<input type="checkbox"/> In specific settings when specific strategies are taught and supported
Demonstrates emotional regulation in multiple settings	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> In limited settings when strategies and interventions are provided and reinforced	<input type="checkbox"/> In specific settings when specific strategies and interventions are taught and supported
Manages transitions and changes (new teacher, topic or task)	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When information and lead time is provided	<input type="checkbox"/> When information and sufficient lead time is provided and supported
Demonstrates ability to learn from mistakes	<input type="checkbox"/> When cues and prompts for reflections are available (e.g. Student is able to describe their errors and explain how they can avoid them in the future)	<input type="checkbox"/> When strategies for reflection are provided and reinforced	<input type="checkbox"/> When specific strategies for reflection are taught and supported

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Demonstrates ability to understand rules may be different in multiple settings	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> In limited settings when examples, cues and prompts are provided	<input type="checkbox"/> In specific settings when examples, cues and prompts are provided and supported
Demonstrates ability to create plan for achieving goals	<input type="checkbox"/> When examples/choices are available	<input type="checkbox"/> When limited examples/choices of organizational structures are provided	<input type="checkbox"/> When specific examples/choices of organizational structures are provided and supported
Follows through on expectations for task/assignment completion (e.g. returning materials to designated location; handing in completed tasks materials/assignments)	<input type="checkbox"/> When reminders are available (e.g. student submits in book review when a reminder is posted on board in classroom)	<input type="checkbox"/> When reminders and organization structures are provided (e.g. student is reminded to submit book review at the start of class and posted reminder on board in classroom)	<input type="checkbox"/> When specific reminders and organizational structures are provided and supported (e.g. Student submits book review when reminded to collect the book review from locker and bring it to the teacher before starting class)

Attention

Demonstrates partiality for sameness and familiarity but is capable of shifting attention to new topics or activities	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced	<input type="checkbox"/> When specific cues and prompts are provided and supported
Demonstrates appropriate response to internal or external stimuli	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced	<input type="checkbox"/> When specific cues and prompts are provided and supported
Demonstrates ability to refocus concentration on tasks/activities	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced	<input type="checkbox"/> When specific cues and prompts are provided and supported
Demonstrates sustained attention for completing tasks/activities	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced	<input type="checkbox"/> When specific cues and prompts are provided and supported

Memory

Encodes visual, acoustic or semantic (knowledge) information	<input type="checkbox"/> When strategies beyond rote rehearsal are available (e.g. chunking, mnemonic devices, imagery, etc.)	<input type="checkbox"/> When strategies beyond rote rehearsal are provided and reinforced	<input type="checkbox"/> When specific strategies are taught and supported
Demonstrates ability to access working memory (storing) to focus attention, organization of thoughts, following multi-step procedures, etc.	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues, prompts and strategies are provided and reinforced	<input type="checkbox"/> When specific cues, prompts and strategies are taught and supported
Makes connections and transfers existing knowledge to learn new information and apply to new situations	<input type="checkbox"/> When organizational strategies are available	<input type="checkbox"/> When organizational strategies are provided and reinforced	<input type="checkbox"/> When specific organizational strategies are taught and supported
Demonstrates ability to developing understanding of a skill or concept (retrieval-long term memory)	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues, prompts and strategies are provided and reinforced	<input type="checkbox"/> When specific cues, prompts and strategies are taught and supported

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Processing Skills

Manages technology to enhance written output	<input type="checkbox"/> With minimal supervision or support	<input type="checkbox"/> With moderate supervision or support	<input type="checkbox"/> With direct supervision or support
Demonstrates learning with limited to no impact due to language processing deficits (e.g. reading, writing, comprehension and expression)	<input type="checkbox"/> When support strategies are embedded in instruction and low/high tech tools are available	<input type="checkbox"/> When support strategies are embedded in instruction, low/high technology is provided, and strategies and tools are provided	<input type="checkbox"/> When support strategies are taught, low/high technology are provided, and strategies and tools are supported
Demonstrates age/grade appropriate fine motor skills (e.g. holding and using writing instruments, turning pages, and scissors skills, keyboarding)	<input type="checkbox"/> When time and practice is available	<input type="checkbox"/> When time and practice are provided	<input type="checkbox"/> When interventions are specific to student needs and direct support is provided
Demonstrates learning with limited to no impact due to auditory processing deficits (distinguishing differences in sound)	<input type="checkbox"/> When support strategies are embedded in instruction and low/high tech tools are available	<input type="checkbox"/> When strategies for support are embedded in instruction, low/high technology is available, and strategies and tools are provided including options for alternate settings	<input type="checkbox"/> When specific strategies for support are embedded in instruction, low/high technology is provided, and strategies and tools are taught including specific options for alternate settings

DRAFT FOR DISCUSSION

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Communication

The **Communication** domain includes all aspects in speech or language use and social interactions, including receptive language (comprehension of spoken language), expressive language (using spoken language), word articulation, written language, and interacting with the social rules of verbal and nonverbal communication, social awareness, interactions and the forming and maintaining of relationships. Students with needs in this domain may have difficulty understanding what is being communicated to them or expressing themselves in addition to difficulty with empathy and recognizing other’s perspectives or feelings.

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Receptive Communication

Follows age appropriate verbal instructions across learning environments	<input type="checkbox"/> When cues and visual support is available (e.g. student puts math away and prepares for announcements when the bell sounds)	<input type="checkbox"/> When cues and visual support are provided and reinforced and differences in learning environments are reviewed	<input type="checkbox"/> When cues and visual supports are consistent, and differences in learning environments are taught and supported
Demonstrates ability to understand information/questions/expectations	<input type="checkbox"/> When language is simplified	<input type="checkbox"/> When language is limited and consistent	<input type="checkbox"/> When language is specific and supported
Interprets visual prompts/cues to attend to conversations/class discussions/social interactions	<input type="checkbox"/> When reminders for focusing attention are available	<input type="checkbox"/> When supports for focusing attention are provided and reinforced	<input type="checkbox"/> When visual prompts/cues are supported and specific to the context
Demonstrates an understanding of complex sentences	<input type="checkbox"/> When visual supports are available	<input type="checkbox"/> When visual supports are provided and reinforced	<input type="checkbox"/> When specific visual supports are taught and supported in context
Makes or understands inferences (Text or Pictures + Background Knowledge = Assumption)	<input type="checkbox"/> When opportunities for practice are available	<input type="checkbox"/> When focused opportunities for practice are provided	<input type="checkbox"/> When specific opportunities for practice are provided within context

Expressive Communication

Communicates needs, experiences and/or interests	<input type="checkbox"/> When provided opportunities to do so and visual supports are available	<input type="checkbox"/> When provided focused opportunities to do so and visual supports are provided	<input type="checkbox"/> When provided specific opportunities to do so and visual supports are available in context
Manages word finding and use (including omitting or misusing descriptors- adverbs/adjectives)	<input type="checkbox"/> When strategies are available	<input type="checkbox"/> When strategies are provided and reinforced	<input type="checkbox"/> When specific strategies are taught and supported
Manages reliance on stock phrases or non-specific words (e.g. “thing”, “lots”, or “stuff”)	<input type="checkbox"/> When reminders are available and self-correction is encouraged	<input type="checkbox"/> When suggestions for replacement vocabulary are provided and self-correction is reinforced	<input type="checkbox"/> When specific replacement vocabulary is provided, and self-correction is supported
Applies relevant sequencing and sentence structure	<input type="checkbox"/> When strategies for correction/editing are available	<input type="checkbox"/> When limited strategies for correction/editing are provided	<input type="checkbox"/> When specific strategies for correction/editing are taught and supported
Uses correct grammar (without omitting grammatical markers making speech choppy or disjointed)	<input type="checkbox"/> When reminders are available and self-correction is encouraged	<input type="checkbox"/> When focused reminders are provided, and self-correction is modelled	<input type="checkbox"/> When specific reminders are provided, and self-correction is taught and supported
Manages complexity of vocabulary and word choice	<input type="checkbox"/> When visual supports are available	<input type="checkbox"/> When focused visual/topic supports are provided	<input type="checkbox"/> When specific visual/topic supports are provided and supported (may need augmentative and alternative communication (AAC) to support self-expression and learning)

Speech Language/Communication

LEARNING SUPPORT PLANNING TOOL

Communication			
The Communication domain includes all aspects in speech or language use and social interactions, including receptive language (comprehension of spoken language), expressive language (using spoken language), word articulation, written language, and interacting with the social rules of verbal and nonverbal communication, social awareness, interactions and the forming and maintaining of relationships. Students with needs in this domain may have difficulty understanding what is being communicated to them or expressing themselves in addition to difficulty with empathy and recognizing other’s perspectives or feelings.			
	TIER ONE: Universal <i>Tier One</i> universal supports provided in the learning environment are necessary for some students and beneficial for all students.	TIER TWO: Targeted <i>Tier Two</i> targeted supports provided in the learning environment allow students access to personal and curricular learning standards.	TIER THREE: Intensive <i>Tier Three</i> intensive supports provided in the learning environment include specifically designed accommodations to allow students to achieve the curricular standards
Demonstrates developmentally appropriate articulation of speech sounds (word sounds are not dropped, added, distorted or swapped)	<input type="checkbox"/> When reminders are available and self-correction is encouraged	<input type="checkbox"/> When focused reminders are provided, and self-correction is modelled	<input type="checkbox"/> When specific reminders are provided, and self-correction is taught and supported
Demonstrates developmentally appropriate phonological process skills (e.g. saying all syllables in a word or using appropriate consonant sounds)	<input type="checkbox"/> When reminders are available and self-correction is encouraged	<input type="checkbox"/> When focused reminders are provided, and self-correction is modelled	<input type="checkbox"/> When specific reminders are provided, and self-correction is taught and supported
Demonstrates developmentally appropriate flow, rhythm, and speed of oral speech	<input type="checkbox"/> When reminders are available and self-correction is encouraged	<input type="checkbox"/> When focused reminders are provided, and self-correction is modelled	<input type="checkbox"/> When specific reminders are provided, and self-correction is taught and supported
Pragmatic (Social) Language/Communication			
Demonstrates ability to understand body language, gestures or facial expressions	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Uses socially appropriate language	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Adjusts language to varying social situations	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Uses and interprets abstract language (metaphors, sarcasm, slang, etc.)	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Demonstrates appreciation of the thoughts and feelings of others	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Demonstrates an understanding of the intentions and motivations of others	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Demonstrates ability for turn-taking in conversations and activities	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Remains on topic during conversations and group discussions	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Initiates and responds to social greetings from peers and adults	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Uses the appropriate amount of eye contact for the situation	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context

LEARNING SUPPORT PLANNING TOOL

Communication

The **Communication** domain includes all aspects in speech or language use and social interactions, including receptive language (comprehension of spoken language), expressive language (using spoken language), word articulation, written language, and interacting with the social rules of verbal and nonverbal communication, social awareness, interactions and the forming and maintaining of relationships. Students with needs in this domain may have difficulty understanding what is being communicated to them or expressing themselves in addition to difficulty with empathy and recognizing other’s perspectives or feelings.

	TIER ONE: Universal <i>Tier One</i> universal supports provided in the learning environment are necessary for some students and beneficial for all students.	TIER TWO: Targeted <i>Tier Two</i> targeted supports provided in the learning environment allow students access to personal and curricular learning standards.	TIER THREE: Intensive <i>Tier Three</i> intensive supports provided in the learning environment include specifically designed accommodations to allow students to achieve the curricular standards
Uses appropriate language to solve problems or social conflicts with peers	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Uses appropriate language, both verbal and non-verbal, to express needs, make requests, and share ideas	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context

DRAFT FOR DISCUSSION

LEARNING SUPPORT PLANNING TOOL

Auditory and/or Visual (Sensory)

Students who are deaf or hard of hearing and /or students who are blind or visually impaired require functional accommodations to support their learning. These functional accommodations inform how supports and services are provided to the student, in the learning environment, to ensure access to the curriculum. Students with sensory impairments often require explicit teaching, such as information gained through incidental learning. Planning for students with sensory impairments includes addressing identified areas that are either not taught or require specific and direct teaching.

TIER ONE: Universal

Tier One universal supports provided in the learning environment are necessary for some students and beneficial for all students.

TIER TWO: Targeted

Tier Two targeted supports provided in the learning environment allow students access to personal and curricular learning standards.

TIER THREE: Intensive

Tier Three intensive supports provided in the learning environment include specifically designed accommodations to allow students to achieve the curricular standards

Auditory Impairments

Manages auditory access to B.C. curriculum	<input type="checkbox"/> With minimal supervision or support when multiple formats are provided (i.e., amplification, E-books, calculators/dictionaries, etc.)	<input type="checkbox"/> With moderate supervision or support when multiple formats are provided (i.e., amplification, E-books, calculators/dictionaries, etc.)	<input type="checkbox"/> With direct supervision or support when specific formats are provided (i.e., amplification, E-books, calculators/dictionaries, etc.)
Uses a variety of communication systems including: non-verbal, oral or sign systems to interact with peers both socially and for academic purposes	<input type="checkbox"/> When cues and prompts are available (e.g. student responds and communicates with peers)	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings (e.g. student responds to speaker's voice by smiling or making sounds or turning toward the speaker)	<input type="checkbox"/> When specific cues and prompts are taught and supported in context (e.g. student will turn and face speaker when reminded by a touch on desk)
Uses chosen language(s) of instruction to communicate needs, experiences and/or interests	<input type="checkbox"/> With minimal supervision and appropriate cues and support	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching	<input type="checkbox"/> With direct supervision or support including direct and specific instruction
Uses any functional hearing, and vision, touch, smell and taste to access skills related to literacy and concept development. (Sensory Efficiency)	<input type="checkbox"/> With minimal supervision and appropriate cues and support	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching	<input type="checkbox"/> With direct supervision or support including direct and specific instruction
Manages Assistive Technology for use in both academic and social contexts (FM systems, hearing aids, Cochlear Implants, etc.)	<input type="checkbox"/> With minimal supervision and appropriate cues and support	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching	<input type="checkbox"/> With direct supervision or support including direct and specific instruction
Demonstrates skills and abilities to perform daily living tasks (including: food preparation, money management, and household chores)	<input type="checkbox"/> With minimal supervision and appropriate cues and support (e.g. visual alerts for text messages etc.)	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching of skills (e.g. visual alerts and support are provided)	<input type="checkbox"/> With direct and specific teaching of skills and regularly provided cues, supervision and support.
Demonstrates age/grade appropriate language skills (English and ASL): e.g., speech, vocabulary, grammar (including written language skills)	<input type="checkbox"/> When cues and prompts are available (e.g. Student is reminded by poster the different grammatical structure between English and ASL)	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings (e.g. Student is provided with a template to support understanding of ASL to English grammar differences)	<input type="checkbox"/> When specific cues and prompts are taught and supported in context (e.g. Student is guided through the process of ASL to English transcription)

LEARNING SUPPORT PLANNING TOOL

Auditory and/or Visual (Sensory)

Students who are deaf or hard of hearing and /or students who are blind or visually impaired require functional accommodations to support their learning. These functional accommodations inform how supports and services are provided to the student, in the learning environment, to ensure access to the curriculum. Students with sensory impairments often require explicit teaching, such as information gained through incidental learning. Planning for students with sensory impairments includes addressing identified areas that are either not taught or require specific and direct teaching.

	TIER ONE: Universal <i>Tier One</i> universal supports provided in the learning environment are necessary for some students and beneficial for all students.	TIER TWO: Targeted <i>Tier Two</i> targeted supports provided in the learning environment allow students access to personal and curricular learning standards.	TIER THREE: Intensive <i>Tier Three</i> intensive supports provided in the learning environment include specifically designed accommodations to allow students to achieve the curricular standards
Identifies and resolves barriers to communication (e.g., background noise, poor seating arrangement, multiple speakers, pace, lighting).	<input type="checkbox"/> When cues and prompts are available (e.g. Student is reminded to choose a spot to sit that allows them to be away from background noise)	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings (e.g. Student is reminded to request a seating arrangement away from background noise on classroom desk moving day)	<input type="checkbox"/> With direct and specific teaching of strategies is supported in context (e.g. Student is guided through the process of picking a spot that will limit the impact background noise and placement in the classroom)

Visual Impairments

Manages visual access to BC curriculum	<input type="checkbox"/> With minimal supervision or support when multiple formats are provided (i.e., Braille, enlarged print material, screen enlarging, touch tablets, etc.)	<input type="checkbox"/> With moderate supervision or support when multiple formats are provided (i.e., Braille, enlarged print material, screen enlarging, touch tablets, etc.)	<input type="checkbox"/> With direct supervision or support when specific formats are provided (i.e., Braille, enlarged print material, screen enlarging, touch tablets, etc.)
Demonstrates compensatory and functional academic skills including communication (braille, tactile symbols, sign language and recorded materials)	<input type="checkbox"/> With minimal supervision or support after direct teaching, e.g. when braille textbooks are provided.	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching.	<input type="checkbox"/> With direct supervision or support including direct and specific instruction.
Uses any functional vision, and hearing, touch, smell and taste to access skills related to literacy and concept development. (Sensory Efficiency)	<input type="checkbox"/> With minimal supervision and appropriate cues and support	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching	<input type="checkbox"/> With direct supervision or support including direct and specific instruction
Demonstrates ability to orient themselves to their surroundings (learning environment) (orientation and mobility)	<input type="checkbox"/> With minimal supervision and appropriate cues and support	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching	<input type="checkbox"/> With direct supervision or support including direct and specific instruction
Demonstrates independent travel skills to enable them to move independently and safely in the environment (school and community)	<input type="checkbox"/> With minimal supervision and appropriate cues and support	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching	<input type="checkbox"/> With direct supervision or support including direct and specific instruction
Manages Assistive Technology for use in both academic and social contexts (Jaws, Kurzweil 1000, Dragon etc.)	<input type="checkbox"/> With minimal supervision and appropriate cues and support	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching	<input type="checkbox"/> With direct supervision or support including direct and specific instruction
Demonstrates skills and abilities to perform daily living tasks (including: food preparation, money management, and household chores)	<input type="checkbox"/> With minimal supervision and appropriate cues and support (e.g. verbal reminders to wash dishes after eating)	<input type="checkbox"/> With moderate supervision, support including reminders after direct teaching of skills (e.g. Tactile symbols near sink to reinforce need to wash dishes)	<input type="checkbox"/> With direct and specific teaching of skills and regularly provided cues, supervision and support.

LEARNING SUPPORT PLANNING TOOL

Auditory and/or Visual (Sensory)

Students who are deaf or hard of hearing and /or students who are blind or visually impaired require functional accommodations to support their learning. These functional accommodations inform how supports and services are provided to the student, in the learning environment, to ensure access to the curriculum. Students with sensory impairments often require explicit teaching, such as information gained through incidental learning. Planning for students with sensory impairments includes addressing identified areas that are either not taught or require specific and direct teaching.

	<p>TIER ONE: Universal <i>Tier One</i> universal supports provided in the learning environment are necessary for some students and beneficial for all students.</p>	<p>TIER TWO: Targeted <i>Tier Two</i> targeted supports provided in the learning environment allow students access to personal and curricular learning standards.</p>	<p>TIER THREE: Intensive <i>Tier Three</i> intensive supports provided in the learning environment include specifically designed accommodations to allow students to achieve the curricular standards</p>
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Sensory Impairments

Manages response to environmental stimuli	<input type="checkbox"/> With minimal supervision or support	<input type="checkbox"/> With moderate supervision or support	<input type="checkbox"/> With direct supervision or support
Manages tactile defensive	<input type="checkbox"/> With minimal supervision or support	<input type="checkbox"/> With moderate supervision or support	<input type="checkbox"/> With direct supervision or support

DRAFT FOR DISCUSSION

LEARNING SUPPORT PLANNING TOOL

Social/Emotional

Included in the **Social/Emotional** domain is the ability to regulate learning, emotions and adapting and coping behaviours. This involves understanding acceptable and desired behaviour, developing self-awareness, motivation, and the ability to monitor of circumstances and behaviours in a variety of situations that support learning.

	TIER ONE: Universal Student benefits from universal accommodations to achieve the curricular standards Students benefits from extension/stretch activities in areas of personal interest Student benefits from additional opportunities to extend learning standards to provide supplementary challenge in some areas Deficits have limited to no influence on achievement when <i>Universal</i> supports are provided in the learning environment	TIER TWO: Targeted Student requires focused accommodations to achieve the curricular standards Students requires extended learning opportunities in areas of personal interest related to curricular topics Deficits have limited influence on achievement when <i>Universal</i> and <i>Focused</i> supports are provided in the learning environment	TIER THREE: Intensive Student requires specifically designed accommodations to achieve the curricular standards Students require individualized learning opportunities beyond their age/grade appropriate curriculum standards Deficits have some influence on achievement when access to <i>Universal</i> , <i>Focused</i> and <i>Specific</i> supports are provided in the learning environment
Recognises and manages impulsive behaviours in multiple settings	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> In limited settings when strategies are provided and reinforced	<input type="checkbox"/> When specific strategies are taught and directly supported in specific settings
Demonstrates emotional regulation in multiple settings	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> In limited settings when strategies and interventions are provided and reinforced	<input type="checkbox"/> When specific strategies and interventions are taught and directly supported in specific settings
Manages transitions and changes (new teacher, topic or task)	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced across multiple settings	<input type="checkbox"/> When information and enough lead time is provided, and direct support is available
Uses socially appropriate behaviour and sets realistic social goals	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context
Demonstrates ability to respond to behaviour interventions	<input type="checkbox"/> When minimal cues are available	<input type="checkbox"/> When cues and prompts are available (redirection, verbal correction, proximity, etc.)	<input type="checkbox"/> When structured techniques/procedures are provided (token economy, checklists, response cost, quiet time, etc.)
Demonstrates ability to manage anger when frustrated or confused	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> In limited settings when cues and prompts are available and when lead time is provided	<input type="checkbox"/> When specific strategies are provided and supported through counselling supports
Demonstrates ability to accept praise/reinforcement	<input type="checkbox"/> When reminders are available and self-correction is encouraged	<input type="checkbox"/> When suggestions for replacement responses are provided and self-correction is reinforced	<input type="checkbox"/> When specific replacement responses are provided, and self-correction is taught and directly supported
Demonstrates developmentally appropriate sexual language awareness and behaviours	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> In limited settings when interventions are provided and reinforced	<input type="checkbox"/> When specific and direct prompts are provided and supported in specific settings
Demonstrates emotional regulation in response to conflict	<input type="checkbox"/> When cues and prompts are provided	<input type="checkbox"/> In limited settings when strategies and interventions are provided and reinforced	<input type="checkbox"/> When specific strategies for reflection are taught and supported in specific settings
Socializes/interacts and develops friendships with similar age peers	<input type="checkbox"/> When supports are in place (peer/buddy systems)	<input type="checkbox"/> In limited settings when cues and prompts are provided	<input type="checkbox"/> When strategies and examples are provided and reinforced in specific settings

LEARNING SUPPORT PLANNING TOOL

<p>Social/Emotional Included in the Social/Emotional domain is the ability to regulate learning, emotions and adapting and coping behaviours. This involves understanding acceptable and desired behaviour, developing self-awareness, motivation, and the ability to monitor of circumstances and behaviours in a variety of situations that support learning.</p>			
	<p>TIER ONE: Universal Student benefits from universal accommodations to achieve the curricular standards Students benefits from extension/stretch activities in areas of personal interest Student benefits from additional opportunities to extend learning standards to provide supplementary challenge in some areas Deficits have limited to no influence on achievement when <i>Universal</i> supports are provided in the learning environment</p>	<p>TIER TWO: Targeted Student requires focused accommodations to achieve the curricular standards Students requires extended learning opportunities in areas of personal interest related to curricular topics Deficits have limited influence on achievement when <i>Universal</i> and <i>Focused</i> supports are provided in the learning environment</p>	<p>TIER THREE: Intensive Student requires specifically designed accommodations to achieve the curricular standards Students require individualized learning opportunities beyond their age/grade appropriate curriculum standards Deficits have some influence on achievement when access to <i>Universal</i>, <i>Focused</i> and <i>Specific</i> supports are provided in the learning environment</p>
Demonstrates a range of behaviours/responses and ability to be flexible with routines	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When examples/choices are provided and reinforced	<input type="checkbox"/> When specific strategies are taught and directly supported
Uses appropriate language , both verbal and non-verbal, volume and tone to express ideas, make requests and share ideas	<input type="checkbox"/> When cues and prompts are available	<input type="checkbox"/> When cues and prompts are provided and reinforced in multiple settings	<input type="checkbox"/> When specific cues and prompts are taught and supported in context

DRAFT FOR DISCUSSION