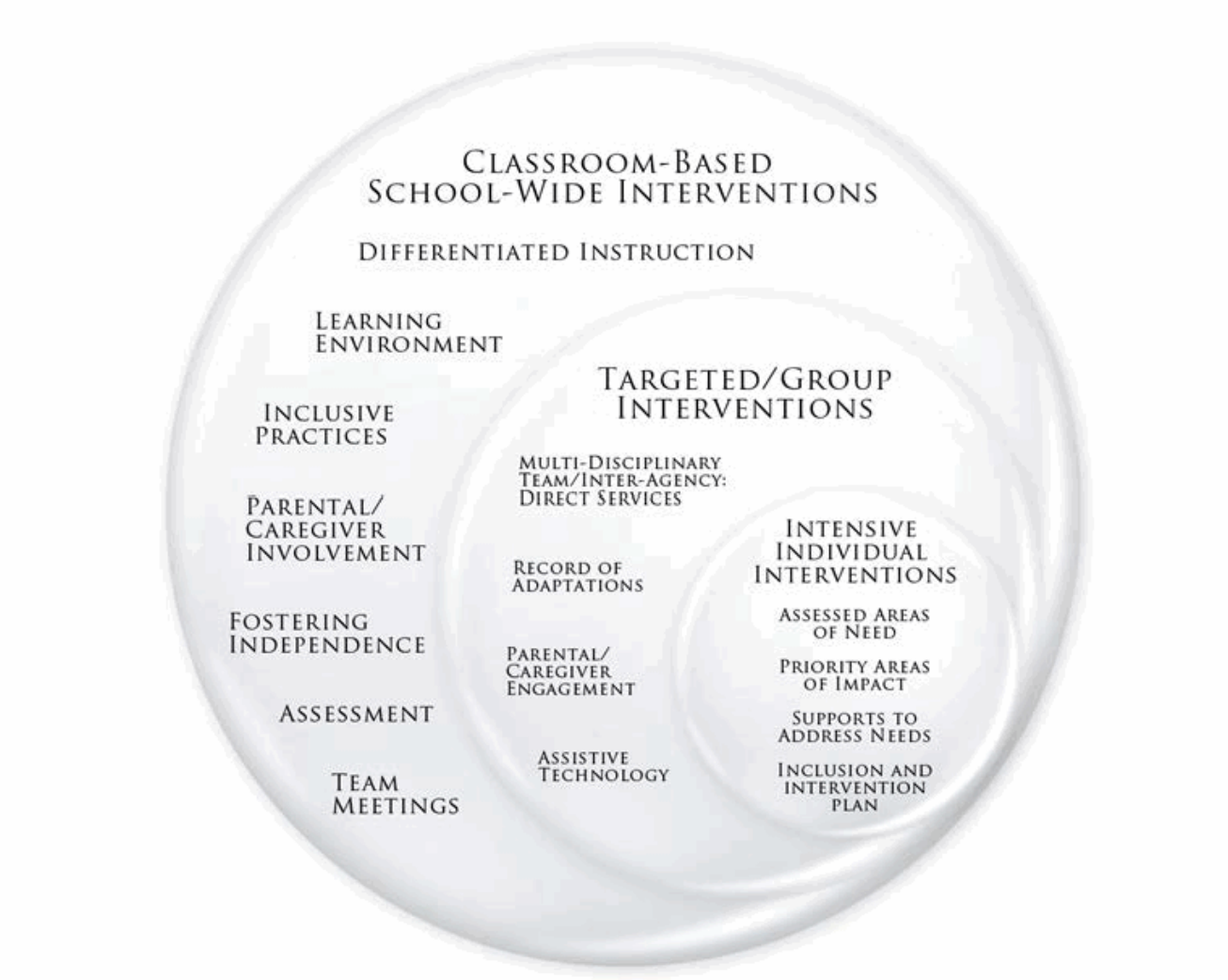
School Division ABC School Division 123	
School: Kyle Robinson Memorial Secondary School	Gender: Male
Student: Nick Tester	Grade: 9
Birth Date: 06-Sept-2005	Ministry ID: xxxxxx
School Division ID: xxxxxx	Date: April 12, 2024



Who is the Student?

As a team, describe the students strengths, interests, learning styles and any additional information that is critical to optimizing success for this student.

Nick is a 14-year-old in 9th Grade. He is an only child and lives with both parents; his father is a banker and his mother is a teaching assistant. Nick moved provinces after kindergarten, but has been at this school since the beginning of 2nd Grade. English is the only language they speak at home. Nick's mother stated that math was difficult for her in high school but does not have a specific diagnosis. Nick's father does not report any learning difficulties. Nick's parents describe him as an easy-going and social kid with 3-4 friends. Nick likes to play soccer and participates in Scouts Canada.

Nick met all developmental milestones. Nick receives B and C grades in other academic classes, but continues to remain behind in math despite several interventions. His mother noted that math had always been difficult for Nick and that he was learning noticeably slower than his peers. Skip counting, subtraction with regrouping, time, and money concepts are what Nick has struggled with previously. Currently, Nick has great difficulty when recalling multiplication facts and solving problems using fractions.

Nick's math teacher began working with him in small groups for roughly 10 minutes a day after he noticed Nick struggling. His performance was described as erratic by the math teacher, due to Nick seeming to remember a concept one day and forgetting it the next. Despite being encouraged to ask questions or ask for help, Nick did not do so during the SST observation.

During the SST observation, Nick appeared to be attentive and on task, and showed no signs of impulsiveness, but was limited by the number of strategies and alternative solutions he could use. Nick went for a visual pie chart approach, but was unable to perform any calculations in the 10 minutes he had for the questions. Nick also relied on verbal rehearsal when recalling information. He was unable to explain the reasoning or strategy for his answers even when the answer was correct.

Nick responds well to encouragement, but his initial response when he is challenged is to give up. He reports that he "can't do" math and feels that he is so far behind, even with the help he has received, that he will not catch up. Nick is concerned that he will not be able to advance to the next grade with his friends, and is distressed by the fact that he spends 1 hour doing math homework every school night. His parents have observed him putting considerable effort into his math homework and believe that he is becoming discouraged and embarrassed by his poor grades. Nick feels that summer school has not helped him and is reluctant to go again.

Nick does enjoy the math games that he plays in tutoring and has said that science class is one of his favourites.

Nick has never been retained, but he did attend summer school for math after Grades 6 and 7.

Strengths

- Is social.
- Appears to be successful in several academic classes.
- Seems like a hands-on, visual learner.
- Is attentive and on task.

Weaknesses

- Ability to calculate answers for math problems.
- Ability to recall math facts, concepts, and strategies.
- Issues with self-esteem related to math.

Current Student Assessment Information

All students have different learning capacities and learn at different rates. According to the team, learning capacity is best described as:

Average Ability

Assessment & Diagnostic Information

Diagnosis Obtained as a Result of Assessment or Name of Assessment	Professional/Role/Agency that Completed the Assessment	Year Assessment was Completed
Wechsler Intelligence Scale for Children – Fifth Edition (WISC – V) • Verbal Comprehension – Low Average; Visual spatial – High Average; Fluid Reasoning – Average; Working Memory – Average; Processing Speed – Very Low.	School division registered psychologist	2018 (Grade 8)
Woodcock Johnson – Tests of Achievement – Fourth Edition (WJ-IV Achievement) • Broad Reading – Average – Letter-Word Identification (High Average), Comprehension (Low Average), Fluency (Low Average) • Broad Written Language – Average – Spelling (High Average), Writing Samples (Low Average), Sentence Writing Fluency (Very Low)	School division registered psychologist	2018 (Grade 8)

• Broad Mathematics – Average - Calculation (Low), Applied Problems (Low), Math Facts Fluency (Low Average)		
Clinical Evaluation of Language Fundamentals- Fifth Edition (CELF-5) • Receptive Language skills- average • Expressive Language skills – average (weakness noted in semantic relationships)	School division speech-language pathologist	2014 (Grade 4)
Clinical Evaluation of Language Fundamentals-4th ed. (CELF-4) • Receptive Language (vocabulary, grammar, following directions, comprehending short auditory paragraphs) - average; Expressive	Speech Language Pathologist - M.SC, S-LP (Registered)	Nov. 2019

Relevant Medical Information

- has seasonal allergies
- has asthma: uses prescribed inhaler as needed

Area of Development 1

Academic Achievement	Performing at or above expected achievement based on individual learning capacity.	Performing at expected achievement with specific adaptions and supports based on individual learning capacity.	Performing below expected achievement with specific adaptions and supports based on individual learning capacity.	Unable to demonstrate expected achievement with intensive adaptations and supports based on individual learning capacity.

a. What measurable outcome do we want the student to achieve by June?

By June, Nick will be able to correctly answer at least 4 out of 5 questions related to course content in 10 minutes and be able to describe his reasoning behind each. Nick will only be allowed to ask for help twice per 10 mins.

b. How is the student doing on this outcome right now?

Nick is unable to answer at least half of the questions he is currently being given and is not able to explain the reasoning behind his answers even if they are correct.

c. Source of Outcome Assessment:

- The classroom teacher will check on Nick's progress every day the 10-minute exercise occurs.
- If Nick meets the goal every day in a week (5 consecutive school days), the teacher will then give Nick a new goal. Nick will be asked to get 7 questions done in 10 minutes, aiming for at least 6 of those to be correct, him be able to explain the reasoning behind most of the questions, and for him to only ask for help twice.
- If Nick meets the new goal every day in a week (6/7 correct answers in 10 minutes and only asking for help twice), then the teacher will give Nick 10 questions for the 10 minutes, aiming for at least 8 or 9 of them to be correct, him be able to explain the reasoning behind most of the questions, and for him to only ask for help twice.

d. Person(s) responsible for outcome assessment:

The classroom teacher will assess Nick. Parent volunteers and EA's can help Nick with any questions he has.

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Classroom Teacher	**Frequently:**	**Frequently:**
Occasionally: SST, Parent Volunteers, EAs, Parents	**Occasionally:**	**Occasionally:**
Periodically:	**Periodically:**	**Periodically:**

e. Strategies (with whom, where, and when) to support the achievement of student outcome:

1) When doing the 10-minute exercises, the classroom teacher, parent volunteer, or an EA will assist Nick with questions, keep track of the number of times Nick asks for help, and will ask Nick to share his reasoning with them. If Nick does not ask for help from any of these people, it may be beneficial for them to point out where Nick has made mistakes.

2) The classroom teacher should teach simplified strategies for each concept to Nick. The classroom teacher also needs to ensure that Nick knows and understands how to use the strategies and when he is supposed to use them. If needed, these could be written out for Nick to reference at a later time

3) The classroom teacher should continue with small group instruction and have themselves, a parent volunteer, or an EA provide one-on-one instruction/help whenever possible.

4) It may be beneficial for the classroom teacher, a parent volunteer, or an EA to teach Nick with a teacher-led approach at first. For example, Nick is usually not asking questions as he is doing his work so it may be better for the classroom teacher, a parent volunteer, or an EA to give him feedback as he is doing the questions. If it is needed, the classroom teacher, a parent volunteer, or an EA could go through the first question and the reasoning behind it together before letting Nick do the rest on his own.

5) If possible, Nick's parents should sit down with him after school when he is doing homework and help Nick if he has questions or point out where he has made a mistake. The parents can also observe in the areas Nick is struggling the most and report that to the teacher.

6) The SST should come into the classroom occasionally to observe Nick and help to determine whether or not these strategies are beneficial for him.

7) It may be beneficial to provide Nick with visuals or manipulatives for the questions due to his love for, and likely success with, the math video games used in his tutoring.

f. Reasoning:

I have selected this area of development, because Nick struggles in almost every area of math. According to his assessment and diagnostic information, Nick has low or very low scores in calculation, applied problems, and math facts fluency. Math appears to be the only subject that Nick struggles greatly with, and it seems likely that he needs significant amounts of help and support in order for him to achieve the Grade 9 standards.

-Strategy 1 will need to be done in order to keep track of Nick's progress and assess whether or not the other strategies are making a positive impact.

-Strategy 2 should help Nick, because the SST observations indicated that Nick was not able to use a lot of strategies nor was he able to explain why he used them. If the classroom teacher focuses on ensuring that Nick knows when and how to use various strategies, he may be able to retain and fully comprehend the uses of more strategies and math facts, all of which he can use to help himself improve in the other math areas. Further, a written-out version of how and when to use strategies provided by the classroom teacher may be beneficial for Nick due to his low average in verbal comprehension and low processing speed. The hope would be that Nick's understanding of the strategies would increase with the ability to visually reference these strategies and review them at the speed that benefits him the most.

-Strategy 3 allows for Nick to get more frequent and accessible help that can nudge him towards his goal. The one-on-one option may be more favourable due to the fact that Nick tends to not ask questions even in a small group setting (he may be embarrassed by his lack of understanding of the day's material).

-Strategy 4: According to the group that created the Inclusive Teacher Resource for dyscalculia, a teacher-led approach allows the student to focus on choosing the strategies and finishing the question rather than worrying about what they may be doing wrong. The ITR states that students with dyscalculia use so much of their processing power on choosing strategies processes to use that they may not be able to advance their own learning (p.150). With teachers or another aid being there to help advance his learning and retention, Nick can

be able to focus more on how he is going to answer the questions. Further, the examples mentioned above will hopefully give the foundation Nick needs to advance from a more teach-led approach to being more independent in his learning.

-Strategy 5 allows for Nick to have increased supports outside of school and may decrease the amount of time that he has to spend on math homework. If Nick spends less time on homework, he may become less discouraged and embarrassed by it.

-Strategy 6 allows for a semi-regular check-in from another source of support that can help to modify, stop, and/or introduce new strategies that may help Nick succeed. It is always good to get second opinions and use a resource that can provide better alternative strategies for a student.

-I pulled Strategy 7 from Nick's positive opinions of the math video game as well as his initial impulse to go with a visual approach when answering questions during the SST observation. Visuals accompanying questions may help to increase Nick's processing speed, therefore decreasing the amount of time he will have to spend on a question.

- Additionally, I reduced the number of questions that Nick would be required to do in the first goal because of his lower processing speed and how much processing power he would be dedicating to the questions. Giving Nick more time per question will allow him more time to get familiar with and choose strategies, use the strategies appropriately, and give better reasons as to why he used them. Giving Nick more time per question would also allow the teacher to accommodate his lower processing speed and possibly boost his self-esteem and confidence in that concept of math. The progressing goals I created based off of all of this will hopefully create a scaffolding that will allow Nick to progress slowly towards the level that his peers are at.

Area of Development 2

Personal/Social Well-being	Generally demonstrates positive age-expected emotional health and social skills.	Occasionally benefits from support in developing age-expected emotional health and social skills.	Frequently benefits from support in developing age-expected emotional health and social skills.	Requires intensive support in developing age-expected emotional health and social skills.

a. What measurable outcome do we want the student to achieve by June?

By June, Nick will be more confident in his ability to do math and not give up when challenged by a question.

b. How is the student doing on this outcome right now?

Currently, Nick's reaction to being challenged by a question or math concept is to give up. However, Nick does respond well to encouragement.

c. Source of Outcome Assessment:

The classroom teacher can assess Nick's moods and level of motivation through everyday observation.

d. Person(s) responsible for outcome assessment:

The classroom teacher will assess Nick. Parent volunteers, EAs, and Nick's parents can help to provide/report additional observations in school and at home.

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Classroom Teacher	**Frequently:**	**Frequently:**
Occasionally: Parent Volunteers, EAs, and Parents	**Occasionally:**	**Occasionally:**
Periodically:	**Periodically:** Counsellor	**Periodically:**

e. Strategies (with whom, where, and when) to support the achievement of student outcome:

1) The classroom teacher, parent volunteers, and EA's can encourage Nick regularly when he is doing his assignments and questions. They can also congratulate Nick when he completes a question correctly, by himself, and/or both. It may be beneficial for these people to show/tell Nick that they see and appreciate how hard he is working as well as thank him for asking questions.

2) Nick's parents can regularly encourage and congratulate Nick at home when he is doing math homework. It may also be beneficial for them to show/tell Nick that they see and appreciate how hard he is working.

3) Occasional visits to a counsellor can help Nick develop strategies to regulate his emotions and motivation in order to build up resilience and perseverance when it comes to math. The counsellor can also help to build up Nick's self-esteem and confidence in terms of math and math-related abilities.

4) Having the classroom teacher, parent volunteers, EAs, and Nick's parents assist with and/or model the strategies for regulation may also help to boost Nick's self esteem and confidence.

f. Reasoning:

If Nick's motivation and self-esteem plummet, the academic goal that I created would not be able to be achieved. In order to continue doing the best he can in math, Nick must stay motivated and hopeful. He

already is giving up when he is challenged by questions and is frustrated that it takes him much longer than his peers to finish his homework. Nick likely would not stay motivated or continue trying in math class without encouragement. Further, building up nick's self-esteem and confidence will allow him to remain resilient when he encounters difficult problems and also may push him to ask more questions or for help in class.

I feel that these strategies will work, because Nick has responded well to encouragement before. If he gets encouragement regularly, he may be more willing to tackle math problems that challenge him. This encouragement may even push him to ask for help and to ask more questions about strategies, all of which can only continue to benefit him. Acknowledging how hard Nick tries may have a similar effect to encouragement. Even if Nick is not getting the right answers, acknowledging that Nick is putting a lot of effort into his work may encourage him to continue putting in that same effort. Nick needs to continue trying in order for him to make any progress in his learning and understanding. Lastly, having a counsellor give Nick strategies to manage his emotions and motivations while doing math can help Nick to persevere through a tough set of math questions. If Nick is able to manage his emotions and not beat himself up when he cannot get something correct, he will have the motivation to continue trying. Coupling this with regular encouragement should help Nick to, at the very least, stay somewhat motivated and keep trying to do his best. Further, Nick can be better able to use the regulation strategies given by the counsellor when he has the adults around him modelling them. With all of this support from the adults around him, Nick can be empowered to continue trying and do the best he can.

Transition Plans

Short-term Transition Plans:

According to the information provided about Nick, it does not seem like there is enough information for a specific short-term transition plan. However, here are some general ideas that may or may not benefit him:

- Nick and his teacher can create steps that Nick can use to complete a question and/or assignment or complete understanding of a concept or strategy. By chunking together sets of steps, that might allow Nick to be able to complete questions easier and at a faster pace. This would likely give Nick a higher level of confidence and less dependence on encouragement from the adults around him.
- His teacher, his parents, and others can help Nick learn how to better advocate for himself, understand his own learning style(s), and describe the strengths that he can use to reach the goals both he and the IIP have set.

- With the help of a counsellor and possibly his parents, Nick could also begin learning how to talk about the strategies and tools that would help him overcome challenges in math. Better self-advocacy will allow Nick to get the help and resources that he needs to succeed.

Long-term Transition Plans:

According to the information provided about Nick, it does not seem like there is enough information for a specific long-term transition plan. However, here are general ideas that may or may not benefit him:

- It may be beneficial to think about Nick's transition into Grade 10 and beyond. The current math-oriented academic goal that I have set for Nick does aim for support to decrease and/or adjust over time. However, it may not be possible for a substantial decrease in supports to occur before or during Grade 10. If this is the case, Nick may need greater supports for the senior grades or may need to take modified math courses.
- If Nick still has issues with money-related concepts, it may be a good idea to create a plan to help him learn, understand, and be able to apply basic money concepts in real life.

Additional Information

Signature of Team Members

_____	_____
Parent/Guardian	**Date**
_____	_____
Parent/Guardian	**Date**
_____	_____
Student (if applicable)	**Date**
_____	_____
Classroom Teacher	**Date**
_____	_____
Student Support Services Teacher	**Date**
_____	_____
Administrator/Principal	**Date**
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Other	**Date**
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