

## TOOLBOX

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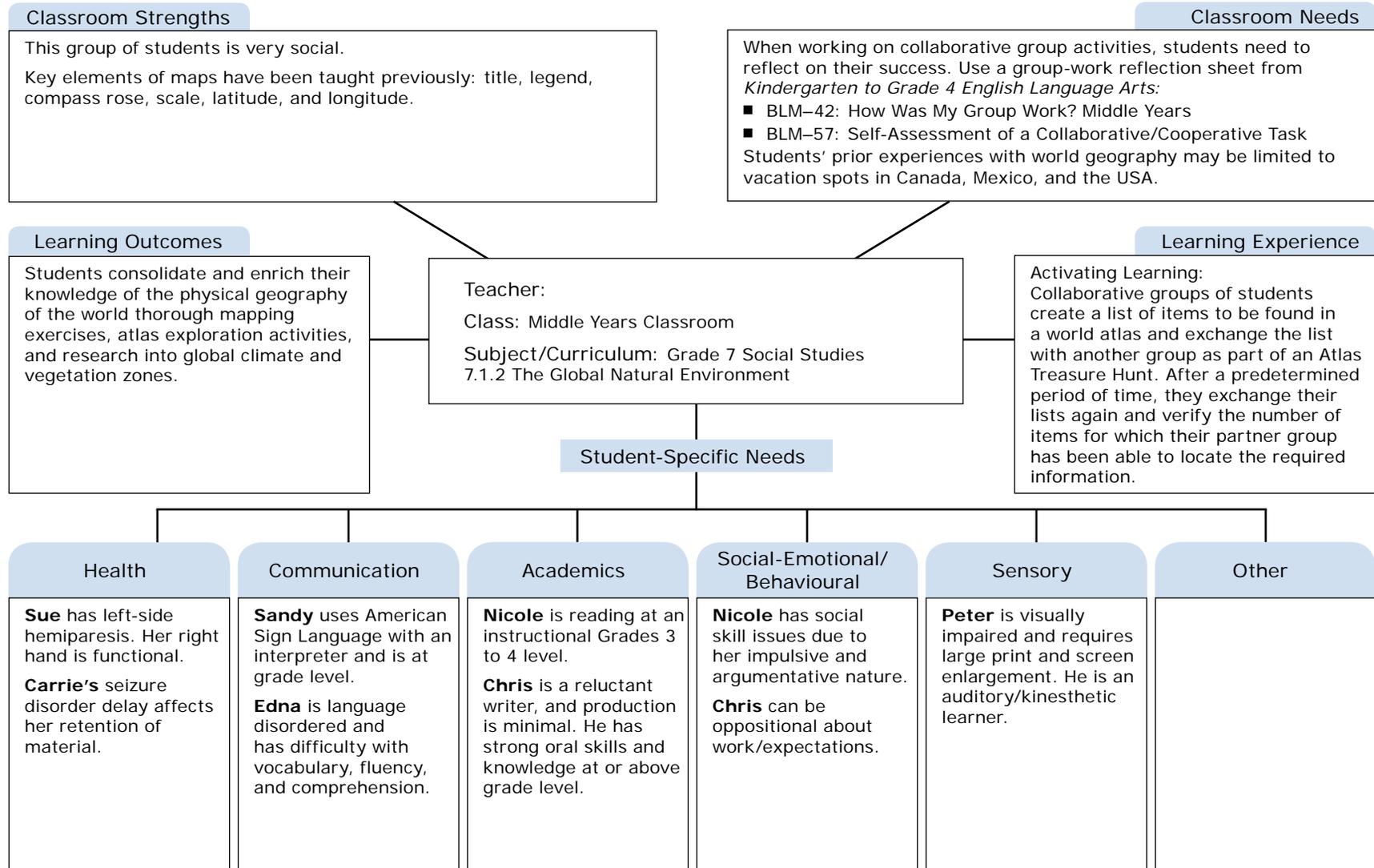


# Tool 1: Class Profile Template



Classroom Strengths			Classroom Needs					
Learning Outcomes			Teacher: Class: Subject/Curriculum:			Learning Experience		
			Student-Specific Needs					
Health	Communication	Academics	Social-Emotional/ Behavioural	Sensory	Other			

## Tool 2: Class Profile (Sample)



### Reference

Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1996. BLM-42, BLM-57.

## Tool 3: Daily Plan (Sample)



Sample of a Daily Plan Incorporating a Student's IEP at Grade 8

Time	All Students	Student 1	Student 2
		These students do what the other students are doing unless these columns indicate otherwise.	
8:45–9:00	<p>Students enter school, remove outerwear, etc.</p> <p>Stand for singing of "O Canada."</p> <p>Take attendance (assign student to do this task).</p>	<p>School entry</p> <p>Educational assistant (EA) meets student at bus to bring student into school.</p> <ul style="list-style-type: none"> <li>■ Student drives electric wheelchair (w/c) from front entrance to classroom (PT—physiotherapy outcome).</li> <li>■ Student assists with taking off outerwear (OT—occupational therapy outcome).</li> </ul>	<p>Student goes to counselling room to debrief the previous night and the morning with school counsellor.</p> <p>School counsellor walks with student to classroom after singing "O Canada" (emotional outcome/relationship building/self-safety).</p>

*continued*

## Sample of a Daily Plan Incorporating a Student's IEP at Grade 8

Time	All Students	Student 1	Student 2
		These students do what the other students are doing unless these columns indicate otherwise.	
9:00–9:40 ELA GLO 3 SLO 3.2.4: Access Information	<p>English Language Arts (ELA)</p> <p>9:00–9:15 Personal writing</p> <ul style="list-style-type: none"> <li>■ Students continue to write from previous day about the inquiry-based topic.</li> <li>■ EA monitors class as students work independently.</li> </ul> <p>9:15–9:30 Large group Teacher works with whole class on how to survey informational text to determine how authors present and organize information.</p> <p>9:30–9:40 Students practise locating and discussing the organization of information in indices, graphic organizers, and glossaries, using a variety of tools in other media and content area text.</p>	Student uses speech-to-text software (ELA outcome) to continue work on written information.	Teacher works on writing skills with student in small group related to organizing text by having student analyze own piece for use of signal/transitional words.
9:40–10:20	<p>Gym Students run the track and work through the set-ups at different stations.</p> <p>Sport skill practice Students work on developing skill sets for a sport.</p>	<p>Student works on electric w/c mobility, avoiding bumping into peers who are running or working at stations.</p> <p>Student uses a mat provided in gym to work on physiotherapy goals written in IEP.</p>	

*continued*



## Sample of a Daily Plan Incorporating a Student's IEP at Grade 8

Time	All Students	Student 1	Student 2
		These students do what the other students are doing unless these columns indicate otherwise.	
11:00–11:40 Mathematics Number—8.N.4 Demonstrate an understanding of ratio and rate.	<p>Mathematics</p> <p>11:00–11:20 Ratio pre-assessment</p> <ul style="list-style-type: none"> <li>Students work on BLM 8.N.4.1: Ratio Pre-Assessment (<i>Grade 8 Mathematics</i>). Pattern blocks will be available on each table.</li> <li>Teacher floats and takes notes as students work on the pre-assessment.</li> </ul> <p>11:20 –11:40</p> <ul style="list-style-type: none"> <li>As students finish, teacher puts them into small groups.</li> <li>In their math journals, students answer 10 questions using words and diagrams showing two- or three-term ratios, based on 6 jars with 10 red, blue, and/or white poker chips. (See points 1–3, pages 45–46, of <i>Grade 8 Mathematics</i>.)</li> </ul> <p><b>Tomorrow:</b> Students will review results with partners and then share as whole class. (See points 4–6, page 46.)</p>	<p>Teacher ensures manipulatives are available for student to show thinking.</p> <p>Teacher starts pre-assessment with student.</p>	<p>When student is finished, pair student with a peer to do one journal writing entry together.</p> <p>Teacher photocopies their entry and places copy in student's journal.</p>
11:40	Lunch		
12:20	Recess		<p>Outdoor supervisor knows to monitor student during unstructured times.</p> <p>Student rechecks with school counsellor on school re-entry after recess before going to class.</p>

*References*

Manitoba Education. *Grade 8 Mathematics: Support Document for Teachers*. Winnipeg, MB: Manitoba Education, 2011. Pages 45–46, BLM 8.N.4.1. Available online at <[www.edu.gov.mb.ca/k12/cur/math/support\\_gr8/](http://www.edu.gov.mb.ca/k12/cur/math/support_gr8/)>.

Manitoba Education and Training. *Success for All Learners: a Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. Page 6.85.

## Tool 4: Student Profile (Sample Form)



Student Name: \_\_\_\_\_

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

History and Background	
Diagnostic Summary (e.g., medical cognitive, adaptive)	
Interests, Preferences, Learning Styles	
Current Level(s) of Performance	Domain:
	Domain:
	Domain:
Area(s) of Concern	

\* Source: Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*. Winnipeg, MB: Manitoba Education, 2010. Appendix G, page 70. Available online at [www.edu.gov.mb.ca/k12/specedu/iep/](http://www.edu.gov.mb.ca/k12/specedu/iep/).

## Tool 5: The 30-Minute Behaviour Intervention Meeting (Sample)\*



The 30-minute meeting can be used to keep participants focused in the meeting. This tool often assists the team in proactively working on more specific strategies and discussion, instead of participants getting off topic or focusing on negatives or venting without a solution by the end of the meeting.

**Problem behaviour:** *Talking among students is interfering with the teacher's instruction and with students' ability to participate in classroom discussion.*

**Students involved:** *Approximately 16/22 students in Grade 8 Social Studies classroom*

### Meeting Participants

Facilitator: *Language arts teacher, Grade 7/8*

Recorder: *Librarian*

Others: *School counsellor, vice-principal*

### Step 1: Identify the Problem Behaviour

(5 minutes)

1. Have the classroom teacher(s) describe the problem behaviour.
  - *By talking to other students while the teacher is talking to the class, some students are compromising instruction and preventing any kind of meaningful group discussion.*
2. Clarify the problem as a group. Identify when the problem occurs, how often, how long, etc. It may be necessary to narrow the scope of the problem.
  - *Planned class discussions were abandoned after less than five minutes in every class this month.*
  - *Students were told to be quiet at least 10 times per 60-minute class.*

\* Source: © Alberta Education. *Supporting Positive Behaviour in Alberta Schools: A Classroom Approach*. Edmonton, AB. 2008. Adapted with permission.

## Step 2: Identify Desired Behaviour

(5 minutes)

Existing behaviours to maintain and/or increase:

- *Talking with peers in class during group work or when the teacher invites students to talk together*

New behaviours to teach and reinforce:

- *Demonstrating turn-taking behaviour by using a “talking stick”*
- *Maintaining quiet and demonstrating attentive listening during teacher instruction and when individual students are addressing the class*
- *Talking quietly with peers while teacher is quietly talking with one student or a small group of students*

Existing behaviours to decrease and/or eliminate:

- *Talking with peers while the teacher is instructing or addressing the class*
- *Talking with peers while another student is talking to the class or asking a question*
- *Talking with peers during daily announcements on PA system*

## Step 3: Identify Reinforcements/Consequences

(5 minutes)

Identify positive reinforcements for new, related positive behaviour.

- *Explicit opportunities to socialize in class*

Identify negative consequences for the unacceptable behaviour.

- *Teacher proximity, nonverbal cue*

## Step 4: Identify Proactive Strategies

(5 minutes)

Identify proactive strategies that would help students learn to behave in a more positive and acceptable manner.

- *Providing a visual cue indicating when students must be silent and when they may talk with peers*
- *Establishing structured times to visit peers*
- *Setting short times for instruction (e.g., “I will be teaching for 10 minutes. It is important to listen for these 10 minutes.”)*
- *Standing nearby when individual students begin to talk with a peer*
- *Teaching students expectations for when the teacher is instructing—introduce them through mini-lesson, post them, and reinforce them*
- *Using a talking stick during group discussions to identify speaker clearly*

### Step 5: Identify Assessment Strategies

(5 minutes)

Identify at least two ways to determine whether the plan is working and whether student behaviour is improving.

- *Asking a colleague to observe classroom activity to determine high-frequency times and duration of student talk during instruction*
- *Inviting the colleague back for a second observation three weeks later to see whether student talk has decreased during this time, and whether the use of proactive strategies (e.g., use of talking stick) has increased*

### Step 6: Identify Supports

(4 minutes)

Identify actions that other staff members can take to assist and support the teacher and students.

- *Visiting the class two times to observe and record data*
- *Explicitly teaching and reinforcing “what to do when the teacher is instructing” over the next month*

### Step 7: Plan Follow-up Meeting

(1 minute)

Set a date for a follow-up meeting to evaluate and revise the plan.

- *Date and time of next meeting: 21 days from today’s meeting*  
For example, if a class goal is to increase the number of students arriving on time, remind students by drawing a clock with the start time on the board. Keep records of arrival times and celebrate when the goal is reached. As students internalize the behaviour, increase the timelines from a day to a week to a month, with corresponding celebrations.

## Tool 6: Year-at-a-Glance (Sample)



### September

- Hold transition meetings with classroom teachers.
- Prepare funding applications for students who meet the Levels 2 and 3 criteria and moved in during the summer.
- Meet with classroom teachers and arrange consultation meetings for the year.
- Hold individual education planning (IEP) meetings with parents, the school team, clinicians, and students (if possible).
- Meet educational assistants (EAs) to review the students with whom they will work.
- Develop IEPs for new students.
- Ensure that pupil files have been created or have arrived for all new students.
- Plan dates for vision/hearing screening.
- Hold classroom visits to meet and observe new students.
- Complete Workers Compensation forms for students going out on work experience (Senior Years).
- Initiate completion of applications for the "[market Abilities Program](#)" (Manitoba Jobs and the Economy) and "[Community Living disABILITY Services](#)" (Manitoba Family Services) (Senior Years).

### October

- Complete students' IEPs and obtain signatures.
- Arrange IEP meetings with parents, the school team, clinicians, and students (if possible) at regular reporting times.
- Organize and assist with vision/hearing screening.
- Visit and meet with classroom teachers to monitor progress on IEP outcomes (on a monthly basis).
- Assist classroom teachers as needed in report card preparation.

### November

- Prepare IEP updates in conjunction with the report card.
- Meet parents at the parent-teacher conference.

## December/January/February

- Complete funding applications for new students who started after September 30.
- Schedule and attend transition meetings for students with exceptional learning needs, including intakes of students entering Kindergarten in fall.

## March

- Prepare funding applications for the next school year.
- Prepare IEP updates with the report card and meet with the parents.

## April

- Start the process of making next year's class lists with the school support team.
- Complete personal transportation plans (PTP) for next year.

## May

- Schedule visits for students with exceptional learning needs who are transitioning to another level or school.
- Hold IEP summative meetings with parents, school teams, clinicians, and students (if possible).
- Assist with Kindergarten screening for September students.

## June

- Prepare IEP summative reports with report cards.
- Evaluate, revise, and develop IEPs with parents.
- Plan a date with the IEP team for September.
- Schedule IEP grade-to-grade transition meetings for September.
- Cull pupil files.
- Ensure that pupil files are sent to the new schools for students with exceptional learning needs who are changing levels or schools.