

## WORKING WITH THE SCHOOL WHEN YOUR CHILD IS STRUGGLING

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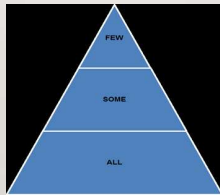
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## TIERS OR LEVELS OF SUPPORT



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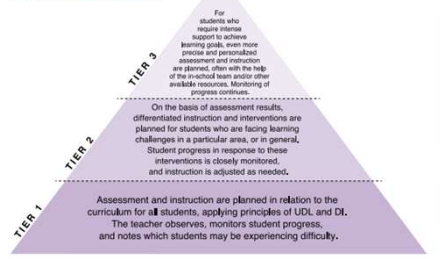
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## LEARNING FOR ALL-2013

Figure 5. The Tiered Approach



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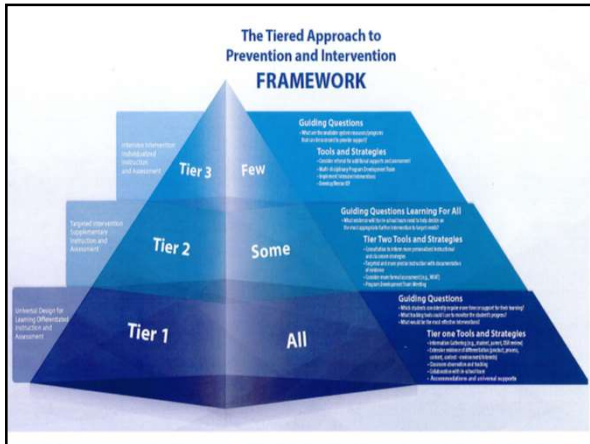
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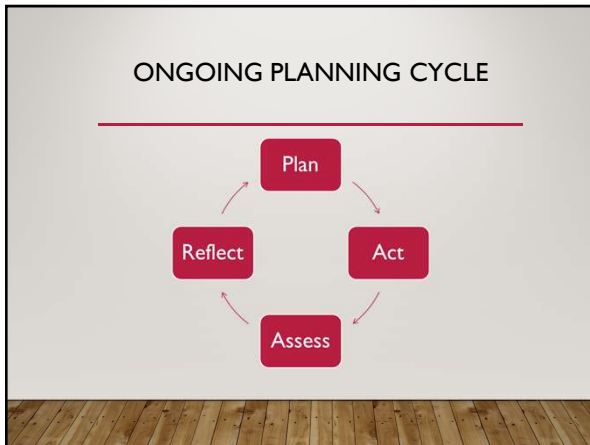
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**PURPOSES OF ASSESSMENT**

- To gather baseline information about knowledge and skills
- To check progress towards learning objectives or expectations
- To assign an instructional level based on material presented
- To find out if the child has a special learning need
- **To identify the child's educational strengths and needs**
- **To identify programming and services that will meet the child's individual needs**

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### CONTINUUM OF ASSESSMENT

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Classroom Examples:	School-based Examples:	Specialized Examples:
<ul style="list-style-type: none"><li>✓ conferencing</li><li>✓ observation</li><li>✓ analyzing work samples</li><li>✓ reading or math inventories</li><li>✓ DRA / Benchmarks</li><li>✓ PRIME</li><li>✓ DIBELS</li></ul>	<ul style="list-style-type: none"><li>✓ WIAT (LST/SPST)</li><li>✓ KT (LST/SPST)</li></ul>	<ul style="list-style-type: none"><li>✓ psycho-educational assessments</li><li>✓ speech-language assessments</li></ul>

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### CRITERION-REFERENCED

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- Skills are compared to a specific

Examples



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### CRITERION-REFERENCED

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## **NORM-REFERENCED OR STANDARDIZED ASSESSMENTS**

- STANDARDIZED
- Done the same way each time, year after year
- Content- items have been selected carefully by experts
- Administration- specific directions, procedures, time
- Scoring- lots of rules, scoring tables,
- Interpretation is standardized, using norms

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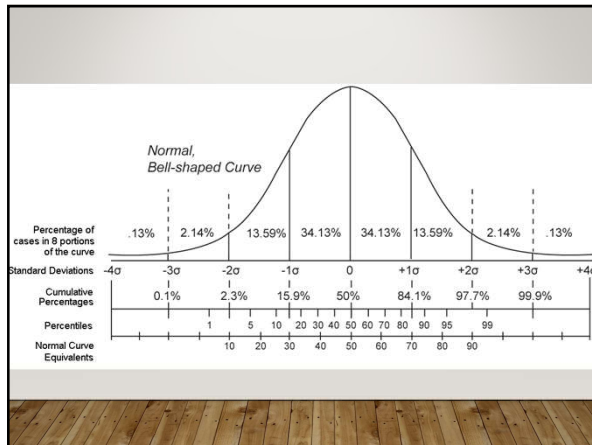
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### **Instructional accommodations**

Adjustments to instruction in order to reflect how individual students learn best

Sample instructional accommodations:

- Breaking instruction into small steps
- Working in partners and small groups
- Writing key questions on the board
- Showing a sample of a completed assignment

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### Assessment Accommodations

Adjustments to assessment in order to capture and give credit to students for knowledge and skills

Sample assessment accommodations:

- Extended time to complete tasks
- Breaks during a test
- Use of a reader or a scribe to record answers
- Breaking the test into parts

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### WHERE DO I START? NEXT STEPS?

#### When I have a concern, where do I start?

The best place to start if you have a concern is with the teacher.

#### What if finding a solution is difficult?

Sometimes, finding the best solution takes time. It is important for everyone to keep talking, trying to find new solutions and work together.



*If your child sees you working together with their teachers and school staff, they will learn how to self-advocate in a positive way.*



<http://www.ldcsb.ca/about/contactinformation/Pages/default.aspx>

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### IN-SCHOOL TEAM MEETING (LDCSB) or PROGRAM DEVELOPMENT TEAM (TVDSB)



Parents  
School Team  
System Staff  
Community Participants

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## BEFORE THE MEETING

- Confirm the date and time
- Find out who will be at the meeting
- Make a list of student strengths / needs
- *Make a list of questions and information you want to share*
- *Prepare a file/binder with your child's information*
- Invite someone to attend the meeting with you as a support

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## DURING THE MEETING

- Bring someone with you to the meeting
- State your concerns / purpose of the meeting
- Bring your binder
- *Ask who will be responsible for the next steps*
- Ask what you can do to help
- Ask for a copy of the minutes
- *Ask about a follow up meeting*

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## AFTER THE MEETING

- Review any notes that you or your person have taken
- Follow up on any recommendations
- Review minutes when you receive them
- Monitor your child's progress
- Contact the school if you have further concerns

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## POSSIBLE RECOMMENDATIONS

- **LOOK at** – classroom program, /interventions
- **Continue or refine strategies**
- **Document...document...document**
- **Other Assessments**
- **TO IEP OR NOT TO IEP?**

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## WHAT GOES INTO AN IEP

- School Board Personnel Involved in Developing the Student's IEP
- Relevant Assessment Information
- Specific Strengths and Needs (3 to 6) on which the IEP is based
- Individualized Equipment
- Accommodations Required for the Student (Instructional, Environmental, Assessment) / Modifications
- Reporting Format/Evaluation Schedule
- Human Resources/Health Support Services
- Special Education Program Areas
- Transition Plan
- Summary of Information Sources used to update IEP
- Consultation Record with Parent/Student

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## EXCELLENCE IN AN IEP:

- Provides a clear picture of the individual student as a learner
- Plans for a student's progress through the Ontario curriculum and/or alternative programs or courses
- Reflects the shared responsibility of professionals, led by the principal, to improve student achievement
- Focuses on accountability

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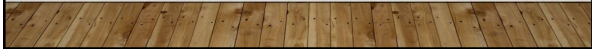
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Special Education Programs & Services

### WHAT AN IEP IS:

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- A written plan of programming OVER AND ABOVE what is happening in the regular program
- A record of accommodations
- A working document that identifies program modifications and/or alternative expectations
- A record of how learning will be assessed



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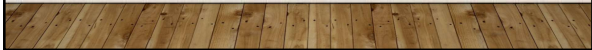
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### ACCOMMODATIONS / MODIFICATIONS

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- **Accommodations:**
  - 'level the playing field'
  - make the curriculum accessible to the student
  - do not fundamentally change the expectations of the course
- Some examples of accommodations:
  - more time for assignments or tests
  - reduced volume
  - use of scribes
  - use of technology to compensate for physical differences
- **Modifications:**
  - Change in expectations (from what is outlined in the Ontario Curriculum for a particular grade or course )
  - Different ways to modify (Reduced number, Reduced complexity, Different grade level)



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### STRATEGIES / ACCOMMODATIONS

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- <https://www.teachspced.ca/teaching-strategies-students-special-needs>



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