

# Appendices

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## Sample Individualized Program Plan

Individualized Program Plan	
<b>Student Information</b>	
<b>Student:</b> Lee Anystudent	<b>Age as of Sept. 1/OX:</b> 10 years, 4 months
<b>Date of Birth:</b> April 22, 199X	<b>Date I.P.P. Created:</b> September 200X
<b>Parents:</b> Joe and Joan Anystudent	<b>Phone #:</b>
<b>Grade:</b> 5	<b>Eligibility:</b> Mild/moderate learning disability
<b>Background Information: Classroom context</b>	
<b>School:</b> Anyschool Elementary	
<b>I.P.P. Coordinator and Classroom Teacher:</b> Mrs. Anyteacher	
<b>Additional IPP Team Members:</b> Ms. Anyresource, Special Education Coordinator	
Lee is in a Grade 5 program in his neighbourhood school. There are currently 22 students in his grade 4/5 classroom; three have been identified as having special education needs. A special education coordinator in the school provides consultation to the classroom teacher, on an as-needed basis.	
<b>Background Information: Parental input and involvement</b>	
<p>October 8 – Parents met with Mrs. Anyteacher to talk about Lee’s goals for the year. His parents agreed to use paired reading at home and the team decided to concentrate on increasing quality and quantity of writing during class time. Lee demonstrated his new electronic spell check. Parents expressed concerns that in previous years Lee often had 2–3 hours of incomplete classroom work to do as homework and this put a great deal of stress on the family. The team agreed to work on a goal for completing in-class assignments and responding to teacher’s cues.</p> <p>November 12 – At a student-led conference, Lee showed his portfolio collection of planning tools for writing and he read a self-selected passage from a science reference book he is using for a current research project. Parents congratulated him on his progress and discussed additional study strategies they can try next term. The low-key cueing is working and, by responding to teachers’ prompts to return to tasks, Lee has increased percentage of assignments successfully completed.</p> <p>March 12 – Parents reviewed writing samples and are pleased Lee is writing more and is using descriptive sentences and more precise vocabulary. They report that Lee is still enjoying the paired reading four nights a week and their family is learning a lot about exotic animals through the reading.</p> <p>June 12 – Had a telephone conference with mom to review final reading scores and progress in writing. She committed to having Lee join the Public Library’s summer reading club. She also commented that the family is feeling confident about Lee’s move to middle school. She and Lee will be meeting with new teachers in late August to discuss strategies around teacher cueing and completing in-class assignments.</p>	

## Sample IPP - Lee

(continued) page 2/7

Strengths		
<ul style="list-style-type: none"> <li>– Enjoys working and socializing with other students, has many friends</li> <li>– Likes to build things, especially in science</li> <li>– Comfortable with the computer, can find all kinds of interesting sites on the Internet</li> <li>– Excels in sports—swimming and mountain-biking</li> <li>– Enjoys soccer at recess but occasionally loses his cool with other players</li> </ul>		
Areas of Need		
<ul style="list-style-type: none"> <li>– Strategies to improve reading comprehension across the subject areas, but especially for social studies</li> <li>– Planning, writing and proofreading strategies to increase quality and quantity of written expression</li> <li>– Support to return to task and complete in-class assignments (using low-key teacher cueing)</li> <li>– Lee’s accommodations need to be in place across the school day and with all teachers, including substitute teachers</li> </ul>		
Medical Conditions that Impact Schooling		
<p>Lee was diagnosed with AD/HD (combined type) at Anywhere Clinic in November 200X. He is currently on slow-release stimulant medication (taken at home in the a.m.)</p>		
Assessment Data (Specialized Assessment Results)		
Date	Test	Results
May 200X University of Anywhere Clinic Dr. Anyone, psychologist	WISC-IV	Full score: average (slightly below average on working memory index)
May 200X University of Anywhere Clinic Dr. Anyone, psychologist	WIAT-II	Reading: borderline Mathematics: average Written language: borderline Oral language: average  Moderate learning disability in the areas of reading and written expression

**Sample IPP - Lee**  
(continued) page 3/7

Current Level of Performance and Achievement	Year-end Summary
<p><b>September</b></p> <ul style="list-style-type: none"> <li>Grade 4 report card indicates Lee is working at grade level in math and science</li> <li>Burns and Roe Informal Reading Inventory indicates he is reading independently with Grade 3 level text</li> <li>Reading level affects social studies and Lee needs support to complete grade-level assignments</li> <li>Writing sample indicates low output (e.g., less than 20 words in 30-minute September writing sample), no evidence of planning, writing vocabulary tends to be general and he lacks detail in his writing, about 60% spelling accuracy</li> <li>Grade 4 teacher indicated that Lee completed less than 30% of in-class assignments and often had to take home incomplete assignments for homework</li> </ul>	<p><b>June</b></p> <ul style="list-style-type: none"> <li>Continues to work at grade level in math and science, with minimal support.</li> <li>Although Lee’s reading fluency is still below grade level, his comprehension has improved and he is using self-questioning strategies, especially when reading high-interest scientific information. He will need additional strategies for more complex narrative material in Grade 6.</li> <li>Using his new reading strategies have helped Lee maintain a C average in social studies. He is receiving occasional support with note taking, test taking and completing written longer assignments.</li> <li>Although longer writing assignments remain a challenge for Lee, output has increased (e.g., June’s sample was 80 words in 30 minutes), he’s using planning tools when prompted, writing vocabulary is more specific and he’s attempting to provide more detail, and spelling accuracy has increased to about 70%. Now that several other students in the class are using a spell check, he is more willing to use his.</li> <li>With systematic teacher prompting, Lee is returning to task and completing 75% of in-class assignments.</li> </ul>
<p><b>Coordinated Support Services</b></p>	
<ul style="list-style-type: none"> <li>Lee, supported by his parents, attended six-part series on managing AD/HD at Anywhere Community Services (November 200X).</li> <li>Lee is in good health at this time and does not require additional coordinated health services.</li> </ul>	

**Sample IPP - Lee**  
(continued) page 4/7

<b>Goal #1</b>		
<b>Long-term Goal:</b> Lee will independently read and demonstrate understanding of selected Grade 4 level reading passages.		
<b>Short-term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>
By November 15 Lee will read and understand selected mid-Grade 3 level reading passages.	Two selected reading passages at mid-Grade 3 level and five comprehension questions	November 10 <i>Achieved.</i> Lee is independently reading material at the mid-Grade 3 level.
By March 15 Lee will read and understand selected end-of-Grade 3 level reading passages.	Two selected reading passages at end-of-Grade 3 level and five comprehension questions	March 12 <i>Achieved.</i> Lee is doing even better than his objective; he is independently reading material at the early-Grade 4 level, especially factual material.
By June 30 Lee will read and understand selected early-Grade 4 level reading passages.	Burns and Roe Informal Reading Inventory (Form B)	June 15 <i>Achieved.</i> Lee is reading independently at the early-Grade 4 level (and even higher if the material is especially interesting to him).
<p><b>To assess progress toward long-term goal</b> Burns and Roe Informal Reading Inventory Form A (September), Form B (June)</p> <p><b>Accommodations and strategies to support objectives</b> Teach strategies for using textbook features, visualization skills and self-questioning to improve comprehension and encourage at-home paired reading, 20 minutes/4 evenings a week</p>		

**Sample IPP - Lee**  
(continued) page 5/7

<b>Goal #2</b>		
<b>Long-term Goal:</b> Lee will generate at least 20 sentences at Grade 5-level expectations within allotted time for written assignments.		
<b>Short-term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>
<p>By November 15</p> <p>Lee will complete a Splashdown or list of key words of at least 15 items as a plan for at least two monthly writing samples.</p>	<p>Collect three monthly writing samples and evaluate with grade-level rubric.</p>	<p>November 12</p> <p><i>Achieved.</i> Lee prefers to use key words and he completed plans for monthly writing samples.</p>
<p>By March 15</p> <p>Lee will use a planning tool to generate at least 15 ideas and use these ideas to write at least 12 sentences within allotted class time for at least three monthly writing samples.</p>	<p>Collect three monthly writing samples and evaluate with grade-level rubric.</p>	<p>March 10</p> <p><i>Progressing.</i> Completed writing samples indicate that Lee prefers working with facts and information, and has more difficulties working with opinions and personal responses.</p>
<p>By June 30</p> <p>Lee will independently generate at least 15 ideas and use these ideas to write at least 20 sentences within allotted class time for at least three monthly writing samples.</p>	<p>Collect three monthly writing samples and evaluate with grade-level rubric.</p>	<p>June 15</p> <p><i>Achieved.</i> Monthly writing samples are at least 20 sentences long and completed within allotted time.</p>
<p><b>To assess progress toward long-term goal</b></p> <p>Monthly writing sample with grade-level rubric, word count and spelling accuracy percentage</p>		
<p><b>Accommodations and strategies to support objectives</b></p> <p>Customize graphic organizers for planning writing. Encourage use of electronic spell check in all major written assignments.</p>		

### Sample IPP - Lee (continued) page 6/7

Goal #3		
Long-term Goal: Lee will complete 80% of in-class assignments by responding quickly and positively to teacher prompts to return to task.		
Short-term Objectives	Assessment Procedures	Progress Review
<p>By November 15</p> <p>Lee will return to task 80% of the time within one minute when cued by teacher using:</p> <ul style="list-style-type: none"> <li>• sentence</li> <li>• gesture; e.g., hand on head</li> <li>• proximity; e.g., near Lee's desk</li> <li>• plus one verbal reminder (if needed).</li> </ul> <p>This increase in on-task behaviour will result in him completing 60% of in-class assignments.</p>	<ul style="list-style-type: none"> <li>• Use checklist on desk to track successful "return to task." Teacher will prompt Lee "Give yourself a check"</li> <li>• Criteria: 3 consecutive days of 80% of returning to task within one minute</li> <li>• Teacher to record and share data with Lee and parents on % of weekly in-class assignments completed</li> </ul>	<p>November 12</p> <p><i>Achieved.</i> Lee is returning to task approximately 90% of prompts. Is completing approximately 70% of in-class assignments.</p>
<p>By March 15</p> <p>Lee will return to task 80% of the time within one minute when cued by teacher using:</p> <ul style="list-style-type: none"> <li>• gesture</li> <li>• proximity.</li> </ul> <p>This increase in on-task behaviour will result in him completing 70% of in-class assignments.</p>		<p>March 10</p> <p><i>Achieved.</i> Lee is returning to task approximately 90% of prompts. Is completing approximately 70% of in-class assignments.</p>
<p>By June 15</p> <p>Lee will return to task 80% of the time within one minute when cued by teacher using low-key gesture. This increase in on-task behaviour will result in him completing 80% of in-class assignments.</p>		<p>June 15</p> <p><i>Achieved.</i> Lee is returning to task almost 100% of the time, with minimal prompting. In-class assignment completion is about 75%.</p>
<p><b>To assess progress toward long-term goal</b></p> <ul style="list-style-type: none"> <li>• Daily checklists of responses to teacher prompts (recorded by student)</li> <li>• % of weekly assignments completed (recorded by teacher)</li> </ul> <p><b>Accommodations and strategies to support objectives</b></p> <ul style="list-style-type: none"> <li>• Lee and teachers agree on cues</li> <li>• Cues and reminders phrased in friendly language designed to encourage and engage Lee in task</li> <li>• Look for ways to reduce writing for in-class assignments</li> </ul>		

## Sample IPP - Lee (continued) page 7/7

### Planning for Transition

Lee will be moving to a middle school next year and he will need to be ready for:

- longer and more complex written assignments
- increased expectations for note taking during class
- longer and more complex unit tests
- increased reading demands including managing varied formats and types of material
- increased responsibility for organizing and managing materials and information.

These skills will be part of regular classroom instruction throughout the year and we will also look for additional strategies to help Lee manage these new demands.

Lee's mother also reports that Lee tends to have difficulties when substitute teachers replace the regular classroom teacher. Mrs. A. will look at some possible social scripts that might help Lee manage these situations more positively.

Lee and his parents will meet with new teachers in late August to discuss strategies for completing assignments.

### Signatures

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_

Parents

\_\_\_\_\_

Date

\_\_\_\_\_

IPP Coordinator/Teacher

\_\_\_\_\_

Date

\_\_\_\_\_

Principal

\_\_\_\_\_

Date

For a blank template of this IPP form, see  
[www.education.gov.ab.ca/k\\_12/specialneeds/ipp/ipp1bword.asp](http://www.education.gov.ab.ca/k_12/specialneeds/ipp/ipp1bword.asp).

## Solution-focused Meetings

Solution-focused meetings can be an effective way to resolve particularly difficult situations, or when it is important to promote communication among all learning team members. Ensuring input from all members of the learning team in an open, honest and respectful manner will contribute to increased commitment to the IPP process by teaching staff, parents and the student.

A solution-focused meeting uses a process such as the following.

1. One member of the learning team agrees to act as the facilitator for the meeting. This individual needs to be positive, attentive, task-oriented, and have the ability to clarify issues and summarize. It is also important that the facilitator help each team member stay on topic and work toward appropriate, practical solutions.
2. The facilitator begins the meeting by inviting the learning team member who initiated the meeting to state clearly and concisely what the concern is. It is important to find out specifically what the team member wants to happen as a result of this meeting.
3. The team members ask questions to clear up any uncertainties they may have as to exactly what the issue is or what the related circumstances are. The facilitator may need to encourage team members to look for factors that appear to trigger or contribute to the problem, and to identify and analyze conditions that seem to alleviate the problem. As part of this analysis, team members may also identify the strengths of the student and available resources.
4. Once the problem or issue is clearly defined, the learning team uses a round table brainstorming session to generate suggestions for how the problem may be solved. All ideas are recorded on chart paper. It is important at this stage of the process to let ideas flow freely and not to comment directly on any one idea.
5. The facilitator and the referring teacher review the strategies together and then rate each suggestion by assigning a number value to it.

For example:

- 1 = an idea or strategy that the teacher and/or parent wants to try
  - 2 = an idea or strategy that has merit, but is not a priority
  - 3 = an idea or strategy that has already been tried and didn't seem to resolve the issue
  - 4 = an idea or strategy not immediately practical at this time.
6. The learning team develops an action plan for each strategy selected, including materials and resources required, persons responsible, and dates for follow-up and review.
  7. The facilitator closes the meeting by thanking everyone and asking for feedback on the process. The team generally agrees to meet for a progress review in four to six weeks.

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Adapted with permission from Gordon L. Porter et al., "Problem Solving Teams: A Thirty-Minute Peer-Helping Model," in Gordon L. Porter and Diane Richler (eds.), *Changing Canadian Schools: Perspectives on Disability and Inclusion* (North York, ON: The Roeher Institute, 1991), pp. 224, 225, 226, 227, 228.

(Solution-focused Meetings continued)

## Sample Planner for Solution-focused Meeting

Date \_\_\_\_\_

Referring learning team member \_\_\_\_\_

Learning team members participating in meeting

_____	_____
_____	_____
_____	_____

Student name \_\_\_\_\_

A. Key concern

_____
_____
_____

B. What we would like to see happen/change

_____
_____
_____

C. Description of student's strengths and priority areas of need

Strengths	Areas of need	Other resources

D. Potential strategies

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What can make this happen?

_____
_____
_____

E. Follow-up meeting

## Checklist for Spotting Unproven Remedies

### Consider what it claims to do.

Suspect an unproven remedy if it:

- claims to work for everyone with AD/HD and other health problems. No treatment works for everyone
- uses only case histories or testimonials as proof. It is essential that promising reports from individuals using a treatment be confirmed with systematic, controlled research
- cites only one study as proof. One can have far more confidence in a treatment when positive results have been obtained in multiple studies
- cites a study without a control (comparison) group. Testing a treatment without a control group is a necessary first step in investigating a new treatment, but subsequent studies with appropriate control groups are needed to clearly establish the effectiveness of the intervention.

### Consider how safe it might be.

Suspect an unproven remedy if it:

- comes without directions for proper use
- does not list contents
- has no information or warnings about side effects
- is described as harmless or natural.

Remember, most medication is developed from “natural” sources, and that “natural” does not necessarily mean harmless.

### Consider how it is promoted.

Suspect an unproven remedy if it:

- claims to be based on a secret formula
- claims to work immediately and permanently for everyone with AD/HD
- is described as “astonishing,” “miraculous” or an “amazing breakthrough”
- claims to cure AD/HD
- is available from only one source
- is promoted only through infomercials, self-promoting books or by mail order
- claims that the particular treatment is being suppressed or unfairly attacked by the medical community.

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Adapted from Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD), “Complementary and Alternative Treatments,” What We Know Information Sheet #6, *National Resource Center on AD/HD*, October 2003, [www.help4adhd.org/documents/WWK6.pdf](http://www.help4adhd.org/documents/WWK6.pdf) (Accessed April 2006).

## Daily Report

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

Circle the numbers that best describe how the student demonstrates this behaviour today.

	Wonderful!	Satisfactory	Needs improvement
Brings all needed supplies and books to class	3	2	1
Follows directions	3	2	1
Starts to work with minimal prompting	3	2	1
Interacts positively with peers	3	2	1
Responds positively to teacher requests	3	2	1
Student signature: _____			
Teacher signature: _____			
Parent signature: _____			
Comments:			
<p>Today's in-class performance:</p> <input type="checkbox"/> was wonderful! <input type="checkbox"/> was satisfactory <input type="checkbox"/> needs improvement			

## How “Listener Friendly” is My Teaching?

Review the strategies below and mark the column that *best fits your current practice* for helping students to focus on what’s important in the learning activity.

	<i>I do this</i>	<i>Need improvement</i>
1. I reduce distractions for my students (e.g., close the door, move student near the front and away from windows).	<input type="checkbox"/>	<input type="checkbox"/>
2. I clearly communicate my expectations of the students during the class.	<input type="checkbox"/>	<input type="checkbox"/>
3. I provide students with an advanced organizer, outline or listening guide (e.g., highlight major concepts, provide space for notes) at the beginning of class to alert them to what will be addressed in the learning activities.	<input type="checkbox"/>	<input type="checkbox"/>
4. My instructional plan follows the advanced organizer, outline or listening guide.	<input type="checkbox"/>	<input type="checkbox"/>
5. I consistently review and encourage recall of previously presented information (e.g., summarize, question, provide time to review previous notes and handouts).	<input type="checkbox"/>	<input type="checkbox"/>
6. I use cue words and phrases to signal important information (e.g., “ <i>In summary ...</i> , <i>Note the following ...</i> , <i>Pay attention to ...</i> , <i>Record this important fact ...</i> , <i>This is important ...</i> , <i>Listen carefully</i> ”).	<input type="checkbox"/>	<input type="checkbox"/>
7. I use transitional phrases to cue and signal the organization of information (e.g., “ <i>first, second, third; next; before/after; finally</i> ”).	<input type="checkbox"/>	<input type="checkbox"/>
8. I highlight important information by using bold, italics and different coloured text.	<input type="checkbox"/>	<input type="checkbox"/>
9. I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	<input type="checkbox"/>	<input type="checkbox"/>

This appendix adapted with permission from Calgary Learning Centre (Calgary, Alberta, 1995).

## How “Listener Friendly” is My Teaching?

(continued) page 2/2

	<i>I do this</i>	<i>Need improvement</i>
10. I present information in many different ways (e.g., demonstration, lecture, discussion, videotapes, small group work, overhead projector, lectures with presentation software).	<input type="checkbox"/>	<input type="checkbox"/>
11. I repeat important ideas and concepts by rephrasing and using multiple examples.	<input type="checkbox"/>	<input type="checkbox"/>
12. I write important ideas, key concepts and vocabulary on the blackboard or overhead transparency.	<input type="checkbox"/>	<input type="checkbox"/>
13. I use visual aids and objects to support the concepts and information that is presented (e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector).	<input type="checkbox"/>	<input type="checkbox"/>
14. I provide examples and nonexamples of concepts.	<input type="checkbox"/>	<input type="checkbox"/>
15. I “talk comprehension,” demonstrate “thinking aloud” and frequently check for understanding (e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old).	<input type="checkbox"/>	<input type="checkbox"/>
16. I provide students with opportunities to discuss concepts with a partner or small group.	<input type="checkbox"/>	<input type="checkbox"/>
17. I provide time for reflection at the end of the class (e.g., review important ideas, summarize, ask questions, self-evaluate).	<input type="checkbox"/>	<input type="checkbox"/>
18. I briefly review the important concepts at the end of an activity and preview what will be happening next class.	<input type="checkbox"/>	<input type="checkbox"/>

## Reading Strategies Survey

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

	Usually	Sometimes	Never
1. I study the title and pictures or photographs, and try to predict what the selection is about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I try to predict what is going to happen next in the selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I break new words into familiar chunks in order to pronounce words properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think about movies, TV shows or books that might be similar in some way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I study the illustrations, photographs or diagrams for information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I reread when I don't understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I imagine myself right in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I conference with others to clear up confusing parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I think about how the story is like something I have experienced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I try to figure out the main idea of the selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I try retelling the story in my head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I look up new words in the dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I self-correct when I mispronounce a word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I ask questions about what I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I change my reading rate to adjust for the task or text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This appendix reproduced with permission from Edmonton Public Schools, "AISI Middle Literacy Project" (Edmonton, Alberta, 2001).

## Reading Strategies Survey (continued) page 2/2

16. How has your reading changed this year?

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17. What strategy helps you the most when reading?

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18. What do you need to continue to work on?

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## Preview Your Textbook

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

Title: \_\_\_\_\_

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

### How is the book organized?

	Yes	No
Chapter introduction	<input type="checkbox"/>	<input type="checkbox"/>
Chapter summaries	<input type="checkbox"/>	<input type="checkbox"/>
Case studies	<input type="checkbox"/>	<input type="checkbox"/>
Sidebars	<input type="checkbox"/>	<input type="checkbox"/>
Words in bold print or colour	<input type="checkbox"/>	<input type="checkbox"/>
Italics	<input type="checkbox"/>	<input type="checkbox"/>
Discussion questions	<input type="checkbox"/>	<input type="checkbox"/>
Web links	<input type="checkbox"/>	<input type="checkbox"/>
Glossary	<input type="checkbox"/>	<input type="checkbox"/>
Index	<input type="checkbox"/>	<input type="checkbox"/>

### What kinds of visuals does the author use?

	Yes	No
Illustrations	<input type="checkbox"/>	<input type="checkbox"/>
Photos	<input type="checkbox"/>	<input type="checkbox"/>
Diagrams	<input type="checkbox"/>	<input type="checkbox"/>
Maps	<input type="checkbox"/>	<input type="checkbox"/>
Graphs	<input type="checkbox"/>	<input type="checkbox"/>
Charts	<input type="checkbox"/>	<input type="checkbox"/>
Tables	<input type="checkbox"/>	<input type="checkbox"/>
Bulleted lists	<input type="checkbox"/>	<input type="checkbox"/>
Icons	<input type="checkbox"/>	<input type="checkbox"/>
Web link icons	<input type="checkbox"/>	<input type="checkbox"/>

Other special features the author uses to aid understanding:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Look over the table of contents and write six questions that this book will explore.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Adapted with permission from Edmonton Public Schools, *Think Again: Thinking Tools for Grades 6–10* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 2003), p. 168.

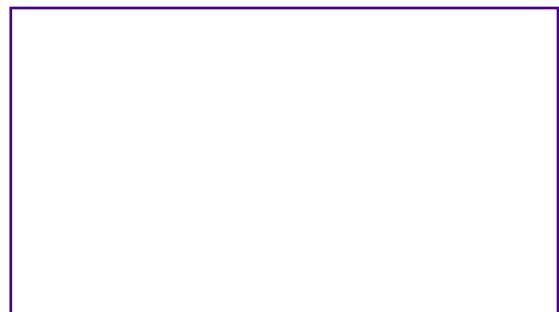
## Knowing My Strengths and Challenges

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

Learning Strengths	Learning Challenges

List five things you are good at doing outside of school and draw a picture in the box of one of these strengths.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## What Works for Me Inventory

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

### A. How I look after myself

- How much sleep do I need? \_\_\_\_\_
- What kind of food makes me feel the most alert? \_\_\_\_\_
- What snacks are good energy sources? \_\_\_\_\_
- What times of the day do I need to eat? \_\_\_\_\_
- What time of the day do I have the most energy? \_\_\_\_\_
- What time of the day do I have the least energy? \_\_\_\_\_
- What type of exercise makes me feel energized? \_\_\_\_\_
- What kinds of activities help me relax? \_\_\_\_\_

### B. Tools that help me learn

- What writing tool works best for me (type of pen, pencil, colour of ink)? \_\_\_\_\_
- What kind of paper helps me keep organized (wide-ruled, unlined, wide margins, prepunched)? \_\_\_\_\_
- What colour paper do I find the easiest to read? \_\_\_\_\_
- What binder system works for me? \_\_\_\_\_
- What other supplies help me keep organized; e.g., white-out, sticky notes, ruler?  
\_\_\_\_\_
- What calculator works best for me; e.g., size, features? \_\_\_\_\_
- What spell checker works best for me? \_\_\_\_\_
- What is my favourite dictionary? \_\_\_\_\_
- What other reference books help me learn? \_\_\_\_\_
- What computer programs are helpful to my learning? \_\_\_\_\_

### C. In the classroom

- What seat in the classroom works best for me? \_\_\_\_\_
- What do I read best from?  
\_\_\_ chalkboard \_\_\_ overhead \_\_\_ projector \_\_\_ chart paper \_\_\_ my own copy
- Does the colour of ink (or chalk) make a difference? \_\_\_\_\_
- Does the type of printing (printed, handwritten or typed) make a difference?  
\_\_\_\_\_
- Does the size and spacing of print make a difference? \_\_\_\_\_

This appendix adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 85–86.

## What Works for Me Inventory

(continued) page 2/2

D. Rank in order from 1 to 12 the most effective directions for you:

- teacher explains aloud
- teacher writes directions on the board
- teacher does example on the board
- teacher asks another student to demonstrate
- teacher asks all students to try a sample at their desks
- I read the directions while the teacher reads them
- I read the directions on my own
- teacher shows me at my desk
- another student explains a second time and answers my questions
- I watch what another student does
- I try it on my own and then check with the teacher
- I try it on my own and then compare with another student

E. Tricks I use to keep myself organized:

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F. Tricks I use to keep myself focused and on task in class:

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G. Special things that teachers can do to help me learn:

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## Strategies to Support Reading and Writing

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Completed by \_\_\_\_\_

Reading Comprehension Strategies	Written Expression Strategies	Print and Handwriting Strategies
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use less difficult/alternative reading material</li> <li><input type="checkbox"/> Identify/define words prior to reading</li> <li><input type="checkbox"/> Reduce amount of reading required</li> <li><input type="checkbox"/> Set time limits for specific task completion</li> <li><input type="checkbox"/> Enlarge text of worksheets, reading material and tests</li> <li><input type="checkbox"/> Limit words on a page</li> <li><input type="checkbox"/> Extend time to complete assignments</li> <li><input type="checkbox"/> Read directions several times at start of assignments and tests</li> <li><input type="checkbox"/> Provide additional repetition and guided practice of directions, skills and concepts</li> <li><input type="checkbox"/> Use assistive technology for learning such as text-to-speech software</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce volume or requirements for written work; e.g., by accepting an outline or point-form notes</li> <li><input type="checkbox"/> Break long-term assignments into manageable tasks</li> <li><input type="checkbox"/> Extend timelines for completing assignments</li> <li><input type="checkbox"/> Offer alternative assignments</li> <li><input type="checkbox"/> Allow student to work on homework at school</li> <li><input type="checkbox"/> Use word processor to complete writing assignments</li> <li><input type="checkbox"/> Waive spelling, punctuation and paragraphing requirements</li> <li><input type="checkbox"/> Use assistive technology for learning such as electronic spell checkers, speech-to-text software</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use assistive and adaptive devices to display written material such as:               <ul style="list-style-type: none"> <li>– pencil or pen adapted in size or grip diameter</li> <li>– alternative keyboard</li> <li>– portable word processor</li> <li>– slant boards and desktop easels</li> </ul> </li> <li><input type="checkbox"/> Set realistic and mutually agreed-upon expectations for neatness and organization</li> <li><input type="checkbox"/> Reduce or eliminate the need to copy from a text or board by:               <ul style="list-style-type: none"> <li>– providing copies of notes</li> <li>– permitting students to photocopy a peer's notes</li> <li>– providing carbon/NCR paper to a peer to make duplicate copy of notes</li> </ul> </li> <li><input type="checkbox"/> Extend time to complete assignments</li> <li><input type="checkbox"/> Alter the size, shape or location of the space provided for answers</li> <li><input type="checkbox"/> Accept keyword responses instead of complete sentences</li> <li><input type="checkbox"/> Allow student to type answers or to answer orally instead of in writing</li> </ul>

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

## Strategies to Support Attention and Memory Difficulties

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Completed by \_\_\_\_\_

Strategies to Support Attention Difficulties	Strategies to Support Memory Difficulties
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide alternative seating               <ul style="list-style-type: none"> <li>– near teacher</li> <li>– facing teacher</li> <li>– at front of class, between well-focused students, away from distractions</li> </ul> </li> <li><input type="checkbox"/> Provide additional or personal work space (quiet area for study, extra seat or table, “time-out” spot, study carrel)</li> <li><input type="checkbox"/> Permit movement during class activities and testing sessions</li> <li><input type="checkbox"/> Provide directions in written form               <ul style="list-style-type: none"> <li>– on board</li> <li>– on worksheets</li> </ul> </li> <li><input type="checkbox"/> Set time limits for specific task completion</li> <li><input type="checkbox"/> Extend time to complete tests and assignments</li> <li><input type="checkbox"/> Use multiple testing sessions for longer tests</li> <li><input type="checkbox"/> Use place markers, special paper, graph paper or writing templates to help student maintain attention on task</li> <li><input type="checkbox"/> Provide cues (arrows, stop signs) on worksheets and tests</li> <li><input type="checkbox"/> Provide a quiet, distraction-free area for completing assignments and tests</li> <li><input type="checkbox"/> Allow student to wear noise buffer device such as headphones to screen out distracting sounds</li> <li><input type="checkbox"/> Provide checklists for longer, detailed assignments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a written outline</li> <li><input type="checkbox"/> Provide directions in written form               <ul style="list-style-type: none"> <li>– on board</li> <li>– on worksheets</li> </ul> </li> <li><input type="checkbox"/> Establish a specific routine for turning in completed assignments</li> <li><input type="checkbox"/> Provide checklists for longer, detailed assignments</li> <li><input type="checkbox"/> Read and discuss directions several times at start of exam</li> <li><input type="checkbox"/> Provide cues (arrows, stop signs) on worksheets and tests</li> <li><input type="checkbox"/> Allow student to use reference aids such as dictionaries, word processors or vocabulary cue cards</li> </ul>

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

## Reviewing the Effectiveness of a Support Strategy

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Completed by \_\_\_\_\_

**Type of support strategy** \_\_\_\_\_

1. Does the student want to use the strategy? \_\_\_\_\_
2. Does the student have easy access to all that is needed to use the strategy independently?  
\_\_\_\_\_
3. How often does the student access the strategy? \_\_\_\_\_
4. Can the student use the strategy independently? \_\_\_\_\_
5. Does the student require monitoring while using the strategy? \_\_\_\_\_
6. Does the strategy seem to be facilitating independence? How? \_\_\_\_\_  
\_\_\_\_\_
7. Is the strategy transferable to other classes/grades? \_\_\_\_\_
8. Is it improving the student's quality of learning? \_\_\_\_\_
9. Are there barriers to the use of the strategy? Specify. \_\_\_\_\_  
\_\_\_\_\_
10. What can be done to address the barriers? \_\_\_\_\_  
\_\_\_\_\_

Student's comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent's comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reproduced with permission from Calgary Learning Centre (Calgary, Alberta, 2004).

## Individual Student Support Plan

Student Name: \_\_\_\_\_ Teacher-Advisor: \_\_\_\_\_

Homeroom: \_\_\_\_\_ Grade: \_\_\_\_\_

Current Reading Level: \_\_\_\_\_ Current Math Level: \_\_\_\_\_

Subject Teachers: \_\_\_\_\_  
 \_\_\_\_\_

The following is a list of strategies and supports that may assist in student learning. Only those checked pertain to this student. Please feel free to add any strategies that you have found to be helpful and to contact the teacher-advisor if you have questions or suggestions.

### A. Seating

- |   |   |
|---|---|
| <input type="checkbox"/> seat at front of class | <input type="checkbox"/> seat away from distractions            |
| <input type="checkbox"/> seat at back of class  | <input type="checkbox"/> allow student to stand rather than sit |
| <input type="checkbox"/> locate near teacher    | <input type="checkbox"/> provide alternate workspace            |

### B. Instructional Presentation

- |   |   |
|---|---|
| <input type="checkbox"/> adapt pace of lesson                         | <input type="checkbox"/> colour code print material           |
| <input type="checkbox"/> highlight key points of information          | <input type="checkbox"/> break information into smaller steps |
| <input type="checkbox"/> provide examples completed by other students | <input type="checkbox"/> photocopy notes                      |
| <input type="checkbox"/> provide regular review time in class         |   |

### C. Assignment Completion

- |  |  |
|--|--|
| <input type="checkbox"/> allow extra time                                      | <input type="checkbox"/> allow use of calculator                         |
| <input type="checkbox"/> cover parts of worksheet                              | <input type="checkbox"/> provide checklist of steps to complete activity |
| <input type="checkbox"/> increase white space for answers                      | <input type="checkbox"/> use computer to complete assignments            |
| <input type="checkbox"/> reduce amount of information/questions on the page    |  |
| <input type="checkbox"/> ensure student records information in homework agenda |  |

### D. Attention Support

- |  |  |
|--|--|
| <input type="checkbox"/> reduce materials on desk                    | <input type="checkbox"/> provide checklist for organizational tasks  |
| <input type="checkbox"/> provide buddy to clarify missed information | <input type="checkbox"/> use nonverbal or verbal sign to cue student |

### E. Behaviour Support

- |  |
|--|
| <input type="checkbox"/> provide buddy to model appropriate behaviour  |
| <input type="checkbox"/> use agenda to communicate with other teachers |
| <input type="checkbox"/> provide positive reinforcement such as _____  |

This appendix adapted with permission from the work of January Baugh, Deb Rawlings and Carrie-Anne Bauche, Medicine Hat High School (Medicine Hat, Alberta, 2005).

## Individual Student Support Plan (continued) page 2/2

### F. Reading Support

- allow extra time
- buddy reading
- use of text-to-speech software

### G. Writing Support

Reduce writing demands through:

- use of word processor
- allowing point form to replace paragraphs

### H. Assessment and Evaluation Procedures

- smaller chunks of information or simpler concepts
- use individual criteria to evaluate tasks
- use notes or textbook during tests
- allow extra time on tests
- use word processor
- clarify directions

### Medical Issues

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- There are no current medical issues relevant to this student's learning.

### Individual Information

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### Teacher Assistant

Does this student receive the support of a Teacher Assistant?

Yes

No

Name of Teacher Assistant \_\_\_\_\_

Check the types of tasks required:

- |  |   |
|--|---|
| <input type="checkbox"/> record class notes  | <input type="checkbox"/> troubleshoot assistive technology  |
| <input type="checkbox"/> monitor student understanding of content  | <input type="checkbox"/> monitor student's on-task behaviour  |
| <input type="checkbox"/> reteach concepts  | <input type="checkbox"/> track assignment (know what is due, when it is due, that student is handing work in) |
| <input type="checkbox"/> monitor progress on assignments   | <input type="checkbox"/> monitor binders/materials  |
| <input type="checkbox"/> read and explain text and handouts with student                                 | <input type="checkbox"/> deal with minor discipline issues/report larger issues to teacher                    |
| <input type="checkbox"/> report to teacher any important information on student's progress/understanding | <input type="checkbox"/> Teacher assistant availability _____   |
| <input type="checkbox"/> support small group work  | _____   |
| <input type="checkbox"/> scribe for student  | _____   |

## Know Your Own Strengths Inventory

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

A. List four successful experiences you have had in the last 12 months:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

B. List four everyday things you do well:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

C. List two things you could teach someone else:

- \_\_\_\_\_
- \_\_\_\_\_

D. List 10 positive words to describe yourself:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

E. List two things that really matter to you:

- \_\_\_\_\_
- \_\_\_\_\_

F. List two things you can do for yourself that will always make you feel good:

- \_\_\_\_\_
- \_\_\_\_\_

G. List two people who you can count on for help and support:

- \_\_\_\_\_
- \_\_\_\_\_

Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), p. 84.

## Uncover Your Learning Challenges Inventory

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

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

	Always	Usually	Sometimes	Not yet
1. I come to school every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I come to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I come to class with the materials I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I come to class prepared; e.g., textbook read, assignments complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I leave my worries outside the classroom door.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can follow written directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can follow spoken directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I understand the new ideas the teacher presents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can focus my attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I contribute to class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I take accurate and detailed notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My notebooks are organized and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am clear and concise when writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My written work is accurate, legible and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I finish assignments within time limits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know when and who to ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can sit still for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I do not distract or chat with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I remain calm and focused during tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I do well on tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This appendix adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 82–83.



## K-W-L+ About AD/HD

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

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

K What I <u>K</u> now about my AD/HD	W What I <u>W</u> ant to know about my AD/HD	L What I <u>L</u> earned about my AD/HD
<p style="text-align: center;">+</p> <p>Why is it important to find out more about my AD/HD? How can I use this information?</p>		

## Be Your Own Self-advocate

Being a self-advocate means that there are times when you need to ask for things, such as an alternate assignment, an extension on a deadline or notes from a class you missed. No matter what you're asking for, let the person know that you have thought about the situation and are prepared to contribute to the solution.

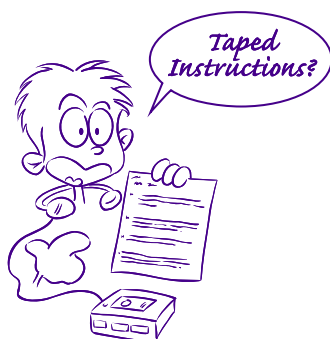
By approaching people with a solution, you let them know that you are taking responsibility for your situation and that you don't expect them to solve the problem for you. Be flexible. You may need to negotiate a solution that is acceptable to everyone involved.



When you need something changed in the classroom, it's your responsibility to bring it to the attention of your teacher. Plan and practise what you want to say. Always go with a solution and a positive attitude.

1. State the problem and give an example.
2. Let people know you are working on this problem (so they don't think you're trying to avoid work or are not trying hard enough).
3. Briefly explain your solution to the problem.
4. Ask for their cooperation or permission for this accommodation (solution).

*"I am working hard to improve my reading skills but I often misread exam questions. My understanding greatly improves when someone else reads the questions to me. One of the peer tutors would be willing to tape the test questions for me. Would you be willing to give this a try?"*



*"I work really hard to spell correctly but I need to use an electronic spell checker. I always have one with me in class. Is it okay for me to use it on tests?"*



*"I need extra time to show all that I know on a test. If I could have an extra half-hour to finish the social studies test, it would be a better reflection of what I know. I'd be willing to stay through the lunch hour to do this."*



Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), pp. 5, 70.

## Asking for Help Ticket



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

Dear \_\_\_\_\_  
(teacher's name)

These are the things that I am having difficulty with:

- understanding my textbook
- knowing what my homework is
- getting my homework done
- listening in class
- taking notes
- passing tests
- completing assignments
- other \_\_\_\_\_

Could we please meet to discuss possible strategies?

Two meeting times that work for me:

\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_

Adapted with permission from Mary Cole and Anne Price, *T'NT: Tips 'n Tricks for Dynamite Learning!!* (Calgary, AB: Calgary Learning Centre, 1999), p. ii (Black Line Masters).

## Goal-setting Organizer

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

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

<b>Goal</b>	My goal is to ...	<b>Is your goal SMART?</b> <input type="checkbox"/> Specific? <input type="checkbox"/> Measurable? <input type="checkbox"/> Achievable? <input type="checkbox"/> Realistic? <input type="checkbox"/> Time-based?
<b>Rationale</b>	I chose this goal because ...	
<b>Action plan</b>	To reach this goal I will ...	
<b>Measurement</b>	How will I know if I am successful?	
<b>Evaluation</b>	What would I do differently in the future?	

Adapted from Alberta Learning, *Make School Work for You: A Resource for Junior and Senior High Students Who Want to be More Successful Learners* (Edmonton, AB: Alberta Learning, 2001), p. 87.

