

Instructional Assistance Plan

*A collaborative document (Students Services
of the LBPSB & the PTU)*

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INSTRUCTIONAL ASSISTANCE PLAN

The main purpose for the Instructional Assistance Plan is to provide teachers with a document which will help them formulate a concrete plan for students for whom they have concerns. This plan will be the initial step for students with difficulties. Students will benefit from the strategies and modifications put in place and some will meet expectations. In other cases, the student may need to be referred to the Ad Hoc Committee.

- 1) The plan must be developed by the classroom teacher.
- 2) The teacher may do so on her own or collaboratively with the support of colleagues.
- 3) The teacher will consult the Resource teacher or previous teachers for input. The teacher will also have contacted the parents to make them aware that their child is experiencing difficulties.
It is important to keep a record of all contacts with parents.
- 4) The teacher will document strategies used in the classroom within the prescribed timeline set by her/himself.
- 5) At the end of the projected timeline, the teacher may wish to continue, modify or refocus his/her interventions.
- 6) The teacher may also choose to bring his/her plan to the Resource Team where new strategies will be discussed and further modifications made.
- 7) In serious cases or when problems persist even after the Instructional Assistance Plan has been in place, the teacher may request that the Ad Hoc Committee study the case.
- 8) Not every IAP will lead to developing an IEP. Each case needs to be evaluated on its own merit.

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When developing an IAP for a challenging student, the questions outlined below may help teachers in identifying the strengths of the pupil and the areas of difficulties.

These questions may also guide teachers in developing the focus of intervention as well as implementing appropriate strategies.

Learning Styles

- ◆ Is the student most productive when working alone, with a partner or on a team?
- ◆ Is the student a visual learner? Is information best processed through reading, writing and observing?
- ◆ Is the student an auditory learner? Does the student need to hear information and explanations?
- ◆ Is the student a kinesthetic or tactile learner? Does the student learn by doing?
- ◆ Do you need to adapt the time allotted and allowed for learning, task completion or testing?
- ◆ Do you need to adapt the number of items that the student is expected to learn?
- ◆ Can you present directions in more than one-way: orally and then on checklists, overhead transparencies, handouts, or flip charts?
- ◆ Would using procedure checklists help the student remember what to do and in what order?

Language development

- ◆ Can the student make himself/herself understood?
- ◆ Can the student tell simple/complex stories using appropriate vocabulary?
- ◆ Can the student answer questions about who, what, where, when and why?
- ◆ Can the student explain, can the student give directions, can he/she debate?

Reading

- ◆ Does the student make sense of what he/she reads?
- ◆ Does the student self-correct if what he/she reads make no sense? If so, how?
- ◆ Does the student use strategies such as picture cues, sight words or decoding strategies?
- ◆ Does the student reread passages to confirm difficult words?
- ◆ Does the student show interest in books and reading?
- ◆ Is the student able to take risks?

Writing

- ◆ Does the student have difficulty generating ideas?
- ◆ Is his/her journal repetitive and lacking in imagination?
- ◆ The student has many ideas but has difficulty organizing them?
- ◆ Does the student use punctuation appropriately?
- ◆ Does the student use mostly invented spelling, is sounding out to spell, has a bank of sight words?
- ◆ Are there any specific observations about the student's spelling: inversions, reversals, omissions?

Français

- ◆ Est-ce que l'élève essaie de parler en français à l'enseignant ou l'enseignante?
- ◆ Est-ce que l'élève montre un intérêt pour la langue française?
- ◆ Est-ce que l'élève répond à des questions en anglais ou en français?
- ◆ Est-ce que l'élève prend l'initiative de communiquer en français oralement? Par écrit?

Mathematics

Essential knowledge:

- ◆ Does the student understand and write numbers?
- ◆ Does the student understand the meaning of operations?
- ◆ Is the student able to complete operations involving numbers?
- ◆ Is the student having difficulty with geometry, measurement, statistics or probability?

Problem solving:

- ◆ Does the student have difficulty reading the problem?
- ◆ Can the student understand the problem?
- ◆ Does the student have difficulty choosing appropriate operations?
- ◆ Is the student able to communicate by using mathematical language?

Physical Environment

- ◆ Does the student benefit from a quiet work area, away from distractions?
- ◆ Is it helpful to reduce distractions in the student's work area (i.e remove extra pencils, books)?
- ◆ Is it helpful to allow students to use head-phones (without tape recorder or radio attached) to block noise and distractions?
- ◆ Does the student need to move around? If so, identify and clearly communicate when they may leave their work place and where they can go.

Resources

There are a number of resources which might already be available in your schools. We are in the process of compiling a more complete list of resources which will further support teachers in implementing strategies for their challenging students.

- DRA- Developmental reading Assessment includes a developmental reading continuum.
- What's Next? Focus for Instruction.
- The First Steps Programme, distributed by Pearson Education has four different continua, one each for reading, writing, spelling and oral language.
- Lynn Senecal from MELS Developmental Progressions: Kindergarten-Grade 2
- The Write Traits
- Prime Nelson
- PM Benchmark/Groupe Beauchemin kits

References:

- **Gregory, Gayle H, Chapman Carolyn-** *Differentiated Instructional Strategies*
- **Heacox, Diane-** *Differentiating Instruction in the Regular Classroom*
- **Tomlinson, Carol Ann -** *Fulfilling the promise of the Differentiated Classroom, The Differentiated Classroom*