Educational Accommodations & Goals

Key Information

1. Student Profile

- Jane Doe
- 10
- 5th
- Juan Li High School
- AuDHD and Dysgraphia

2. School Support Team

Parents, teachers, case manager, OT, PT, SLP, etc

- Catlyn Doge
  cdoge@jlhighschool.edu

- Joe Cafe
  jcafe@jlhighschool.edu

3. External Service Providers

Names and contact details of service providers (e.g., OT, Speech) from outside of school.

- Service Provider 1
- Service Provider 2

Support

4. Main Challenges

- **Challenge 1:** Difficulty staying focused during lessons
  Impact on Learning: Struggles to complete tasks and often misses key instructions, leading to incomplete assignments.

- **Challenge 2:** Overwhelmed by loud noises in the cafeteria
  Impact on Learning: Avoids eating in the cafeteria, leading to skipped meals and difficulty concentrating in afternoon classes.

- **Challenge 3:** Trouble with handwriting and fine motor skills
  Impact on Learning: Avoids written tasks, resulting in frustration and slower work completion.

- **Challenge 4:** Struggles with transitions between activities
  Impact on Learning: Becomes anxious or resistant, often disrupting the start of new tasks or activities.

- **Challenge 5:** Difficulty with reading comprehension
  Impact on Learning: Needs extra time to understand and process information, impacting overall academic performance.

5. Key Strengths & Interests

- **Strengths & Interests 1:** Loves drawing and is highly creative
  How it can Support Learning: Can use art to express understanding of topics, such as drawing a comic strip to explain a story.

- **Strengths & Interests 2:** Very social and enjoys helping others
  How it can Support Learning: Can be paired with peers for group activities where they can assist, boosting confidence and engagement.

- **Strengths & Interests 3:** Excellent memory for facts about animals
  How it can Support Learning: Can relate new information to topics of interest, such as using animal facts in reading comprehension exercises.

- **Strengths & Interests 4:** Thrives on routines and schedules
  How it can Support Learning: Consistent routines can be used to help manage transitions and reduce anxiety throughout the school day.

- **Strengths & Interests 5:** Enjoys building with LEGO and hands-on activities
  How it can Support Learning: Can use manipulatives or hands-on tools to explore math concepts, making learning more engaging.

6. Accommodations/Modifications

- **Accommodation 1:** Use of noise-canceling headphones during independent work
  Details: Helps reduce distractions and sensory overload, allowing the student to focus better.

- **Accommodation 2:** Visual schedule displayed on their desk
  Details: Provides a clear outline of the day, helping the student feel prepared and less anxious about transitions.

- **Accommodation 3:** Access to a keyboard or speech-to-text software for writing tasks
  Details: Reduces frustration with handwriting, enabling the student to complete assignments more effectively.

- **Accommodation 4:** Extended time on tests and assignments
  Details: Allows the student to work at their own pace, ensuring they have the time needed to process and respond to questions.

- **Accommodation 5:** Frequent breaks during classwork to move or stretch
  Details: Helps manage attention and physical discomfort, allowing the student to reset and refocus on learning tasks.

Achieve

7. Goals Summary

- **This Year**
  - **Goal 1:** Improve reading comprehension skills by one grade level
    Details: The student will work with a reading specialist twice a week and use visual aids to understand texts better.

  - **Goal 2:** Develop better self-regulation skills during transitions
    Details: The student will learn and practice calming techniques, like deep breathing or using a fidget, during scheduled transition times.

  - **Goal 3:** Increase social interactions by initiating play with peers at recess
    Details: The student will practice conversation starters with the school counselor and aim to join one group activity each week.

  - **Goal 4:** Strengthen math problem-solving skills, particularly in word problems
    Details: The student will use visual strategies and step-by-step guides to break down problems, with a target of completing three additional practice problems weekly.

    - **Goal 5:** Build independence with morning routines to start the school day
      Details: The student will use a visual checklist to manage their arrival tasks, aiming to complete them independently by the end of the semester.

- **5 Year Vision** - Jane is doing work on or near grade level with accommodations, is confident in her strengths, and has a support network of two or more friends

- **10 Year Vision** - Jane is supporting herself in a modest but independent life, knows how to advocate for rights, and has a support network of three or more friends.

8. Progress Monitoring

- ***Tracking:***
  Use a daily checklist and weekly summary notes to monitor the student's use of accommodations and progress toward goals. Teachers will collect data on reading comprehension scores weekly and record observations of self-regulation during transitions.
- ***Responsible:***
  Classroom teacher, reading specialist, and school counselor.
- ***Annual review date, progress check-ins:***
  Set for May 15, with progress check-ins scheduled for the first week of each month to review goals and adjust strategies as needed.

9. Parent Communication Preferences

- Parents prefer bi-weekly email updates summarizing progress and any areas of concern. They would like a phone call if significant changes occur or if immediate adjustments are recommended. Parents are also open to brief check-ins during parent-teacher conferences or during IEP/504 review meetings.