**Grade 3/4 Class French Spec Ed Profile for 2017-18**

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| **Students with IEPs** | | | **Students on SSC Caseload** | | |
| Student (gr3) mod R2,W1 |  | |  |  | ★ = safety plan |

**Diagnoses**

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**Literacy, Learning Behaviours and Classroom Performance**

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| English PMB Levels:  Kind = 0-5 Gr1 = 6-16  Gr2 = 17-22 Gr3 = 23-26  Gr4 = 27-29 Gr5 = 30+ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PM Benchmark (English) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Speech & Language Caseload | - | - | SL | - | - | - | - | S | - | - | - | - | - | - | - | - |
| Willing to speak French |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Uses learned vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Enjoys participating in discussions and activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Makes few errors when using the target language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Meeting the curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shows interest in the topic or activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reads well |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writes well |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Follows instructions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can sustain focus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Completes tasks on time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Is prepared for class and ready to learn |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Works well in groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1 = weak 2 = average 3 = strong

**Program Modifications** (Student)

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| **TERM ONE LISTENING:**  - | **TERM ONE SPEAKING:**  - | **TERM ONE READING:**  - | **TERM ONE WRITING:**  - |

**Grade 3/4 Accommodations**

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|  | **INSTRUCTIONAL** | **ENVIRONMENTAL** | **ASSESSMENT** |
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**★ Grade 3/4 Summary of Safety Plans 2017-18 ★**

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| **Student** | | **Student** | |
|  | **Trigger(s):**  - Fear of failure  - Perceived unfairness  - Peer conflict  - Work avoidance |  | **Trigger(s):**  - peer conflict  - name calling  - emotional upset  - perceived unfairness  - perceived academic frustration  - sometimes unknown |
| **Behaviour(s):**  - Non-compliance  - Rude/disruptive noises  - Argumentative | - Threats  - Hitting, throwing  things | **Behaviour(s):**  - non-compliance  - verbal conflict with peers  - hollering/swearing  - shoving others | - destroying displays  - flipping furniture  - running away from staff  - self-harming |

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| **Preventative Strategies:**  - Building trust with adults in the school so  s/he has 'Go To' people  - Close supervision & support during  unstructured times  - Use of visual schedule and timer so s/he  knows what to expect  - Provide choices and redirection  - Give time to process information  - Use of 3-count plan  - Access to quiet space  - Warnings before transitions (e.g., 5 min &  2mins)  - Working with SSC on self-management  strategies  - Praise, recognition, reassurance | **Interventions:**  If s/he starts to break down:  - Stay calm, approach in a supportive manner rather than a confrontational/  authoritarian manner which may escalate the situation  - Provide choices  - Leave her/him where s/he is if possible (move other students out of range)  - Provide cool down time (may need up to 1/2 hour or more)  If s/he escalates (or s/he can't be left where s/he is):  - Call the office for the School Support Counsellor or the Principal for additional  support  - Remove to a quiet location where s/he can have time to cool down  - After s/he cools down, trusted adult will help him/her to review & debrief the  incident, and make a re-entry plan  - If removed from room, will only return when s/he is able to manage her/himself  safely and without disrupting class  - If behaviour persists, Principal may call home for support and/or for possible pick  up  If s/he becomes a danger to her/himself or others:  - Trained staff may use Behaviour Management System containment strategies to  prevent her/him from harm or harming others and/or to move her/him to a safe  area (Currently the SSC, Principal and EAs are trained in BMS) |