LEIC Planning Tool

Date: _____

Team Members: _____

LEARNER profile		
Name:	**Chronological Age:**	**Date of Birth:**

Perceived Developmental Levels:	Reading (decoding):	Reading (comprehension):
	Writing:	Math:
	Expressive language:	Receptive language:
	Social-emotional:	Life skills:
	Fine motor:	Gross motor:

Strengths:	**Interests:**
Sensory issues:	**Other Information:**

Expectations of learner in the environment	What learner's brain has to do to meet expectations	Poor Fit?	Possible **Primary Disabilities**

Secondary Disabilities/Behaviours	Setting

Accommodations		
ENVIRONMENT	**I**NSTRUCTION	**C**URRICULUM

LEIC Planning Tool Guide

LEARNER profile
use "R.I.O.T." – Read file, Interview student/parent, Observe, Test for skill levels

Name:		Chronological Age:		Date of Birth:	

Perceived Developmental Levels: * Use age levels, grade levels, wba/ ba/avg/aa/waa, 1-4, or other to represent developmental levels (use all available sources of assessment information)	Reading (decoding): How well does your student print into speech, matching a letter or group of letters to their sounds to make syllables and words?	Reading (comprehension): How well does your student gain meaning from the words/sentences they have read?
	Writing: At what level can this student express his/her thoughts using words, grammar, and punctuation?	Math: At what level does this student function in math (computation, concepts, problem solving?
	Expressive language: How well does this student communicate their thoughts verbally?	Receptive language: How well does this student understand incoming verbal information?
	Social-emotional: At what level does this student's social-emotional behaviour indicate?	Life skills: How independent is this student when it comes to daily functional life skills?
	Fine motor skills: How well is this student able to control and coordinate their small muscle movements ?	Gross motor skills: How well is this student able to control/coordinate their large muscle/whole body movement?

Strengths: What are this student's strengths? This information needs to be built into the programming for this student.	**Interests**: What does this student like to do? This information will help to 'hook' our kid into their learning as well as provide us with things to talk to our kids about.
Sensory issues: Are there any sensory processing issues that need to be addressed? Do you observe any evidence that this student is over/under sensitive to external stimuli (sounds, lighting, smells, touch, movement, tastes, etc)?	**Other Information:** Information from "R.I.O.T" – Reading files, Interviewing student an/or parents, Observations of student in school environment, Testing – formal and school-based. Also can include a record of preferred learning style, family info, medications, school history, and any other pertinent information

Expectations of learner in the environment	**What learner's brain has to do to meet expectations**	**Poor Fit?**	**Possible Primary Disabilities**
What do we want the student to do? Student will follow directions, student will be on time for class, student will change from one activity to another easily, student will focus on task for __ minutes, student will wait for his/her turn to respond, student will complete his/her work, etc.	What does the student's brain have to do to meet our expectations? Store/retrieve from memory, focus, screen out distractions, think ahead, make plans, process quickly, inhibit reactions, think and use language at age-appropriate level, generalize skills to all settings, shift attention, self regulate, think abstractly, etc		Which of the following are observable? Inhibition, linking and predicting outcomes, generalizing, abstract concepts, language, staying still, attention, memory, processing pace, emotional regulation, sensory issues, rigid thinking, planning/organization, dysmaturity

Secondary Disabilities / Behaviours		**Setting** (i.e. when, where, how often?)
What is your student's response to his/her current school program? What behaviours are you seeing in the classroom and school?		When does this behaviour typically occur? Where does this behaviour occur? How often does this behaviour occur?

Accommodations

ENVIRONMENT	**INSTRUCTION**	**CURRICULUM**
What changes to your classroom setting can you make to better support the suspected primary disabilities? These strategies and adaptations may include ideas for supporting the student who displays sensory issues, motor issues, organizational issues, communication issues, anxiety issues, and academic issues. e.g. providing visual directions or colour-coding duotangs for the student with memory issues	Which instructional strategies can you try that would support the suspected primary disabilities? Again, these strategies may address a student who displays sensory, motor, organizational, communication, anxiety, and academic issues, but maintains a focus on building on strengths and supporting the primary disabilities. e.g. providing transition warnings for a student who perseverates or presenting one direction at a time for students who process more slowly	How can we make the curriculum, resources, materials, and activities a better fit for this student? Taking into account the student's strengths, interests, and learning style plus any sensory, motor, organizational, communication, anxiety, and academic issues, which resources or adaptations to materials/activities/assessment will best serve this student? e.g. for the student who gets frustrated by the amount of work, chunk that work into more manageable pieces