

Individual Learning Plan record sheet 2014

STRAND:

DOMAIN:

Includes Dimensions of: Personal learning and Behaviour

STUDENT NAME: Grade 3 student

Year Level: 3

Date: feb 2014

Review Date: End of March

Long term goal (e.g. 5 years), intermediate goal (e.g. 1 year), short term goals (e.g 1 or 2 terms)

- **For (student) to operate effectively in the classroom (June)**

	Goals What do I want to achieve?	Entry skills What is the current level of achievement?	Target outcome What do I plan to do to achieve these outcomes? School based/Home based	Actual Performance	Rating of achievement
1.	For (student) to get through the morning without having to go to 'buddy' grade.	After recess behaviour deteriorates with deliberate disruption and intention to Not follow instructions.	<p>Give clear expectations to (student) about what we want to see just prior to each activity. "I'm going to be looking for..." bee ticket when demonstrated by (student).</p> <p>Ticket for correct behaviour at each learning task.</p> <p>Ignore some minor off task behaviours when they don't impact on the learning and teaching eg. moving to get equipment at wrong time, taking shoes off, some calling out (some teacher discretion needed on this)</p> <p>Have activity or diversion to keep him on track</p> <ul style="list-style-type: none"> - Timer - Time to do crafty things - Message to other teacher (with a buddy) <p>** Can earn craft supplies with on task learning behaviour</p>		<p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p>

2.	Correctly reacting (responding) to actions and comments from others.	Physical pushing, kicking, taking equipment. Verbal shouting, swearing, deliberately annoying the other person. To teacher – walking off, talking over the top of.	Give praise for correct response with emphasising what was correct - and a bee ticket. Use restorative questions for discussion during timeout or when he is calmed and on his own. Note which R questions he responds to.		1 2 3 4 5 6 1 2 3 4 5 6
3.	(Student) to follow school behaviour procedures	Not always going to 'buddy' grade on third cross.	Goes to 'buddy' grade (grade 1 WITH Mrs D and Mr D) to complete 30mins time-out without argument		1 2 3 4 5 6 1 2 3 4 5 6

Overall assessment of progress for goals					
1	2	3	4	5	6
Did not participate (Sick or inappropriate goal)	Unsatisfactory (Did not maintain entry skills)	Satisfactory (Maintained entry skills and/or made progress. 0-40%)	Good partial (Partial achievement of goals. 41-80%)	Very good (81-100% of annual goals achieved)	Excellent (Generalised skills into other curriculum areas)