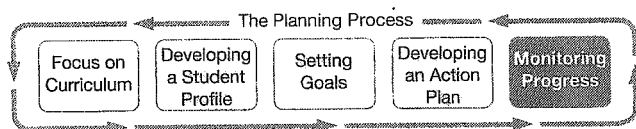**Table 5–3   Example of Goal and Related Teacher's Action Plan**

Action Plan	Goal 1: To have the student complete at least eight questions with 80% accuracy on each independent assignment in math class
Instructional Choices 1. Learning context	• Provide student with small group explicit instruction (with other students who are struggling) in specific computational strategies in addition and subtraction. • Provide student with individualized practice in basic facts using computer software.
2. Instructional language	• Provide student with clear and concise explanations of computation strategies and use guided questioning to help the student begin to apply strategies independently. • Provide student with specific feedback regarding errors and correct responses and feedback regarding engagement and progress.
3. Instructional supports	• Reduce number of questions per page on written assignments and ensure questions are those at his instructional level. • Provide student with concrete manipulatives to help him solve problems. • Provide student with cue cards highlighting steps in strategies. • Model strategies and provide guided practice in application on problems that have been taught. • Provide judicious review and external cueing as to when a strategy is appropriate (gradually fade as needed).
4. Student learning strategies	• Teach student one strategy at a time that can be used to solve basic math addition and subtraction facts. • Teach student how to self-monitor number of problems completed and graph on a daily basis.
Behavioural Supports	• Create a Behavioural Contract with the student specifying that *when* the student meets the specified criteria, *then* he may have five minutes of free time on the computer (preferred activity). • Provide student with high levels of verbal positive reinforcement regarding engagement and effort when student is completing work. • Collaborate with parents to provide further reinforcement for meeting criteria on Behavioural Contract.

The Planning Process — Focus on Curriculum → Developing a Student Profile → Setting Goals → Developing an Action Plan → Monitoring Progress

Monitoring progress

Monitoring the effectiveness of an action plan should involve a process of continual information gathering, decision-making, and feedback. It can include informal observations of both behaviour and academic issues, evaluations of classroom performance, and self-evaluations by the student.

In monitoring student progress, it is important to ask the following questions:

• How well is the student meeting his or her identified goals?

• Has the student increased his or her desired classroom behaviours (for example, is he or she on-task, working quietly, getting along with other students)?

• How well has the student learned the concept and/or skill and can he or she apply it consistently?

Appendix 1: Examples of Intervention Goals and Instructional Choices

Areas of Difficulty Related to Inattention	Intervention Goals	Possible Teacher and Student Actions
Makes careless errors, little attention to detail	Increase accuracy of work and activities	**Learning Contexts:** Use a peer or buddy system to help the student use checklists and self-monitoring strategies. Provide one-on-one (teacher, peer, or volunteer) support when the student needs to review work to consolidate skills. Gradually fade support. **Instructional Supports:** Provide finished examples of assignments. Provide students with a concrete visual reminder of key steps, such as a sequence chart listing important actions (for example, key steps to checking work over for errors) **Student Learning Strategies:** Teach the student how to use strategies that focus on monitoring and self-checking. Teach the student goal-setting and self-monitoring strategies.
Often cannot sustain attention to task	Increase productivity and accuracy of work Increase ability of child to self-monitor on-task behaviour Student will learn key steps in how to identify key elements of task and sequence elements to complete complex assignments	**Learning Contexts:** Increase students' engagement by increasing opportunities to respond through peer tutoring, using response cards or choral response, and giving different short lesson activities targeting the same concept. **Instructional Language:** Reduce complexity, use concise and clear objectives, and give explicit instruction in core concepts. **Instructional Supports:** Chunk output tasks into smaller sections with feedback after each section. Provide the student with a checklist highlighting activities to be completed and monitor progress with the student. **Student Learning Strategies:** Teach the student how to use a self-monitoring form to set goals, monitor productivity during seat work, graph progress, and provide positive reinforcement for improvements.

Areas of Difficulty Related to Inattention	Intervention Goals	Possible Teacher and Student Actions
Difficulty with following through on instructions or does not complete assignments	Increase accuracy and productivity of academic assignments	**Learning Context:** Use small group instruction or peer-assisted learning strategies to provide the student with more guided practice. **Instructional Language:** Reduce the complexity of directions, provide steps one at a time, and provide concrete examples. **Instructional Supports:** Provide visual reminders of instructions, coach the student with guided practice, and provide visual cues for steps to complete assignments (for example, help the student break an assignment into manageable chunks). **Student Learning Strategies:** Teach the student how to use a calendar and an assignment planner. Teach the student specific learning strategies to help the student understand complex activities (for example, writing strategies). Teach the student how to set goals, monitor progress, and reinforce.
Often does not appear to be listening	Increase accuracy of following directions and engagement in lessons	**Learning Context:** In large group contexts, use strategies that increase interest and opportunities to respond. Use more peer-assisted learning strategies with specific and frequent feedback. **Instructional Language:** Simplify instructions and provide concrete supports for complex or novel vocabulary. **Instructional Supports:** Provide visual cues of instructions, provide prompts or non-verbal cues to reorient the student's attention, and provide finished samples of work to be done to guide the student's actions.

Areas of Difficulty Related to Inattention	Intervention Goals	Possible Teacher and Student Actions
Lacks organization	Increase organizational skills (materials and/or temporal management)	**Instructional Language:** Provide student with tips and cues to use organizational strategies. Teach student important vocabulary related to time management (for example, telling time, before, after, in a week). **Instructional Supports:** Post a daily agenda and activities to support a consistent, structured environment. Provide the student with concrete planning aids. Teach the student how to use these aids with your assistance and gradually fade support so the student uses them independently. **Student Learning Strategies:** Teach the student how to organize materials (cues for first, next, last with either pictures or word reminders). Teach students strategies for organization (for example, using checklists, day planners, and routines for materials).
Loses things and/or is often forgetful	Increase the number of times the child has materials and supplies for work	**Instructional Supports:** Provide the student with visual reminders of key actions or materials (for example, a checklist on their desk listing items they need).
Often is distracted by extraneous stimuli	Increase engagement in lesson and accuracy and productivity of work	**Learning Contexts:** Increase opportunities to respond and get feedback through response cards, small group work, peer-assisted learning strategies, and computer-assisted learning activities. **Instructional Supports:** Provide students with a visual checklist to use to guide academic work.
Avoids tasks that require high levels of mental effort	Increase accuracy and productivity of all work	**Learning Contexts:** Provide students with more guided practice and modelling of more complex and challenging tasks. **Instructional Supports:** Scaffold tasks by breaking them into chunks, intersperse more difficult tasks with less challenging tasks, and provide cues and visual reminders of key steps (for example, think sheets). **Student Learning Strategies:** Teach the student specific strategies to use within various academic domains that provide the student with a specific action plan to accomplish the task (for example, self-regulated writing strategies, reading comprehension strategies).