## Classroom Support Log

| School | St. School | Date | 8-2-21 |
| :---: | :---: | :---: | :---: |
| Student | Matthew Lynn | Grad | 3rd |

Teacher(s) Ms. Daniels (All Subjects)

## Strength(s)

Enjoys math and is motivated to perform when academic curriculum is on the computer. For instance, he enjoys earning points in accelerated reader and in Mathletics.

## Student's Interests (Hobbies or Activities They Enjoy Doing: Listening to music, talking on Social Media, baking, etc.)

Lego, music, art, and playing videogame Minecraft

## Target Area(s) of Difficulty or Challenge for Student

Handwriting, getting his work completed independently, and starting tasks without being asked. He also struggles with reading and sounding out words, which is my greatest concern as I want him to be on grade level with his reading skills.

## What is the target behavior or specific academic goal(s) you want to see the student perform?

I would like to see him reading with expression and at a faster pace and reading the 200 key words correctly, which will help improve his fluency. I would also like to see Matthew getting work started independently.

| Area(s) of Difficulty to Target | Strategies/Adjustments implemented to <br> assist student achieve targeted behaviors <br> or academic goals | Did the strategies implemented <br> help improve the area of <br> difficulty and move the student <br> towards the target behaviors or <br> academic goals? | Date |
| :--- | :--- | :--- | :--- |
| Reading with expression and at a <br> faster pace | Read the text at least twice. <br> Read to a peer. | Some of the time | Week 1 |

## Outcomes/Comments

The first two weeks I tried the strategies above Matthew seemed excited. I think this was because they were new, and he was interested. The last two weeks, however, he has not been trying and I am running out of ideas of how I can help him while trying to also help the other students proceed with the lesson. When I work alongside him, he is motivated and will start his work and practice his sight cards, but this is not practical to do every day when I have 35 students to teach during the reading session.

| Area(s) of Difficulty to Target | Strategies/Adjustments implemented to <br> assist student achieve targeted behaviors <br> or academic goals | Did the strategies implemented <br> help improve the area of <br> difficulty and move the student <br> towards the target behaviors or <br> academic goals? | Date |
| :--- | :--- | :--- | :--- |
|  |  | Some of the time | Week 1 |
|  |  | Some of the time | Week 2 |
|  |  | Not working | Week 3 |
|  |  | Not working | Weer |

Outcomes/Comments

## Tdeas for Strategles/Adjustments to Address Areas of Difficuity or Challenge for a Student

The chart lists potential areas of difficulty and strategies/adjustments that might apply to a student. If the behavior you are looking for is not listed, adjustments/strategies that apply to a variety of classroom behaviors can be found in the Pre-referral Intervention Manual. The Pre-Referral Intervention Manual is available online or can be ordered from Hawthore publishing. The citation for the manual follows:

McCarney, S.B., Wunderlich, K.C., \& house, S.N. (2014). Pre-referral intervention manual fourth edition. Columbia, MO: Hawthorne Educational Services, Inc.

| Targeted Areas of Difficulty | Strategies/Adjustments Attempted to Assist Student Achieve Target Behavior or Academic Goals |
| :---: | :---: |
| Attention Issues <br> Easily distracted | Strategies to Focus Attention <br> Seat away from distractions: doors, windows, high-traffic areas |
| Work Completion Issues <br> Has trouble starting and/or finishing work | Strategies to Improve Student Work Habits Seat near responsible peers |
| Executive Function Issues <br> Messy desk, backpack, folders | Strategies to Support Personal Organization <br> Provide a written check list of items the student will need |
| Issues Connected to Distance Learning Seems anxious during remote learning | Strategies to Support Remote or Distance Learning <br> Allow student to answer in the chat |
| Focus Issues Connected to Auditory Processing <br> Does not seem to be listening, regardless of length or interest of | Strategies for Processing and Making Meaning of Sounds <br> Use gestures, pictures, written information to reinforce information pr |
| Communication Issues Connected to Receptive Language <br> Answers to spoken questions seem to be 'off' - related to the que | Strategies for Understanding What Others Are Saying Guided notes (partially filled out or fill in the blanks) |
| Physical Self-Management <br> Has trouble staying in seat | Strategies for Reducing Physical Restlessness <br> Assign jobs that provide opportunity for physical activity |
| Impulsivity Issues <br> Makes careless errors | Strategies for Reducing Impulsive Behaviors <br> Recheck work |
| Other Issues <br> Choose an Item | Strategies to Address Other Issues <br> Choose an Item |

Complete ONLY if you are requesting that the student be considered for a formal STEP (Support Team Education Plan) If after completing the Classroom Support Log you feel that the attempted strategies and adjustments are not working, and the student will still need to be referred to the STEP coordinator to create a more formal STEP plan please complete the information below.

## Academic Information (If Applicable)

## Current Grades (Attach Most Recent)

Reading F, Writing C-, Math A, Religion A, English D, Social Studies C-, Science B-

## Current Standardized Test Scores (Attach If Available)

In his STAR testing Matthew is in lowest 25\% quartile, His STAR math is 67\%

## Student Attendance: Days Absent/Days Tardy (Attach if Available)

He was absent for two days the first month of school.

## Parent Communication

What methods do you currently use to communicate with the parent regarding the student's area for development/challenge?

Weekly emails home, phone calls, online grading, informal drop-in conferences

How often have you contacted the parent? Log below three dates that you recently communicated with the student's parent/guardian regarding the student's target areas of difficulty and what strategies/adjustments you have tried to help the student change the behavior to meet the targeted behaviors or academic goals you want the student to achieve.

| Dates of Communication | Communication Method |
| :--- | :--- |
| $8-10-21$ | Weekly emails home |
| $8-22-21$ | Phone calls |
| $8-30-22$ | Informal drop-in conferences |

## Parent Contact Information

## Parent/Guardian Name Maria Lynn

Home/Cell Phone 213-222-7777 Work $\quad$ 323-445-6182

## Email <br> Lynn@gmail.com

Principal language of parent spoken at home
English

## Student's first language English

## Have you notified the parent that you have referred the student to the STEP coordinator to request a STEP meeting be held?

I let the parent know I was referring her child to the STEP coordinator to be considered for the program. I did not go into detail about a STEP meeting or when the meeting would be held so when you speak with her if you could explain how the STEP process works that would be great.

## Parent/Guardian Notification of Request to Attend STEP Meeting

Contacted by Mrs. Hill (STEP Coordinator)
Person contacted Maria Lynn M
Second notification date 9-16-21
Date: $\xrightarrow{9-26-21}$
Time: 3pm
Method:
Date Contacted 9-15-21

Method: Phone $\square$
Email
Email
 Location: $\stackrel{\text { Resource Room }}{ }$

## Comments

Mom asked about referrals for tutors in reading and wanted to know if there were any helpful reading apps or programs that might help Matthew with his reading.

