FAMILIARISATION and TRAINING MANUAL
FOR CENTRE MANAGERS AND PRINCIPALS
Roxanne Malcolm-Brown
PREFACE

In its efforts to support literacy development, the Digicel Foundation-Jamaica, collaborated with the Ministry of Education and launched the Enrichment Initiative as a flagship programme in 2009. The collaborative effort of the Digicel Foundation and the United States Agency for International Development (USAID) has since then expanded the Initiative into an island-wide programme. This ‘Familiarisation and Training Manual’, commissioned by both entities, summarises fundamental operational and instructional components to guide intervention services in the Enrichment Programme.

This manual is a culmination of insight and first-hand experiences of Enrichment Centre Managers island-wide, as well as the ‘Enrichment Initiative Guidelines’, and other publications supporting similar Educational practices. The manual is an excellent resource to guide Principals, Centre Managers, and teachers in diagnostic and prescriptive teaching methodologies for corrective instructional intervention. It is therefore recommended that the manual be used as reference material to guide the routine practices of the Enrichment Programme.

The manual is designed to be used jointly with the video modules for Centre Managers to ensure clear understanding for effective implementation and sustainability of the intervention programmes. Additionally, it is to be used as additional support to in-service training activities for the Ministry of Education and the Digicel Foundation.

The content is presented in thirteen (13) modules with corresponding subsections of scope of activities and procedures ranging from in-take to programme exit. The systematic quick reference guide is presented in Steps, Stages, Strategies and Tips, and Key Points:

<table>
<thead>
<tr>
<th>STEPS</th>
<th>Systematic process for performing key tasks</th>
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<tbody>
<tr>
<td>STAGES</td>
<td>Procedural activities presented sequentially and incrementally</td>
</tr>
<tr>
<td>STRATEGIES AND TIPS</td>
<td>Bulleted suggestions for interactions with students, parents or other stakeholders</td>
</tr>
<tr>
<td>KEY POINTS</td>
<td>Reinforced reminders and additional focus areas for the Centre Manager</td>
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The ‘Familiarisation and Training Manual’ is a resource to guide a school’s effective Implementation and sustainability of the Enrichment Programme. However, it does not make allowance for the unique characteristics and culture of the beneficiary school. Each school may tailor and improve the recommended processes based on its general need, while being faithful to the underlying principles and concept of the Enrichment Programme.

Roxanne Malcolm-Brown
Author
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Special thanks to the Digicel Foundation and the United States Agency for International Development (USAID) for their foresight in creating a training and familiarisation manual that will be useful in standardising the processes of the Enrichment Programme island wide.

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LIST OF ACRONYMS AND ABBREVIATIONS

ESTP   Education System Transformation Programme
GAIN   General Achievement in Numeracy
GFLT   Grade Four Literacy Test
GTDT   Grade Three Diagnostic Test
GOILP  Grade One Individual Learning Profile
IEP    Individual Education Plan
IIP    Individual Intervention Plan
IDRI   Informal Diagnostic Reading Inventory
MoE    Ministry of Education
RSNCo  Regional Special Needs Coordinators
USAID  United States Agency for International Development

¹ Education System Transformation Programme
INTRODUCTION: WHAT IS THE ENRICHMENT PROGRAMME?
1.1 HISTORY OF THE PROGRAMME
In 2009, a partnership was formed with the Ministry of Education and the Digicel Foundation to address underperformance at the primary level, and meet the strategic goals for literacy development through the Enrichment Initiative. The programme was designed to provide low-performing learners, at Grades 1 to 3 with focused intervention through remediation or acceleration. The target of the programme was aligned to the MoE’s goal for improved performance of 85% mastery on the Grade Four Literacy Test (GFLT), by 2015.

The programme began with 12 Enrichment Centres, and by 2012 grew rapidly to include 39 schools and 101 mobile Enrichment Carts. The reported success of students in the programme confirmed that learning in a focused and systematic intervention programme could generate remarkable gains in improving competence to sit and attain mastery on the GFLT. Through the added investment of the USAID in 2013, the effort has since expanded its coverage to include 75 Enrichment Centres and 162 Mobile Enrichment Carts in primary schools across the island.

Intervention in the programme is delivered in small group or individual teaching arrangements, with careful attention to targeted instruction determined by performance data. Participants in the programme would benefit from instruction in an exciting print-rich and technology-rich instructional environment and experience instruction in a supportive atmosphere with teaching staff trained in diagnostic and prescriptive methods of instruction.

1.2 PHILOSOPHY OF THE PROGRAMME
The programme promotes the belief that each child is unique and has the ability to learn, with focused attention to the identified area of need; and can succeed with celebrated effort and encouraged independence. The success attained may be sustained by the collaborative efforts of students, parents and teachers, and relies on the commitment of parent-partnerships.

1.3 GOAL AND PURPOSE OF THE PROGRAMME
The goal of the programme is to ensure that each child entering the programme will engage in enriching educational experiences that will facilitate holistic development and increase his/her abilities and aptitude.

The purpose of the programme is to provide:

- Enriching academic intervention for low-functioning and high-functioning students
- Focused intervention to remedy identified learning needs, using diagnostic and prescriptive teaching methodology
- Opportunities to challenge the creativity and innovativeness of teachers

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2. 1 Ministry of Education Enrichment Initiative End-of-Year Report Summary (2011)
1.4 OBJECTIVES OF THE PROGRAMME

The programme is driven by the following objectives to:

- Foster improved performance outcomes through diagnostic and prescriptive teaching strategies
- Provide academic intervention for low-performing and high-performing students
- Encourage the learner to explore technology as a means to access information and knowledge
- Provide enriching learning and teaching experience for students and teachers
- Challenge creativity and innovativeness in the learner and teacher
- Promote a collaborative response between home and school for successful academic intervention; and
- Create a life-long love of learning and the quest for information and knowledge⁴

1.5 PROGRAMME OVERVIEW

Students at the primary level, Grades 1 to 3, are referred to the programme according to demonstrated learning needs. Students are grouped in intervention options of (i) remediation and (ii) acceleration. Differentiated instructional strategies are used to facilitate movement from baseline performance to the targeted academic and developmental goals. The pupil: teacher ratio allows teaching/learning interactions that accommodate the range of abilities, interests and learning styles. Students are empowered with confidence, and improved academic skills enhanced by technology and tactile interactive educational software and devices.

The programme engages students, parents and teachers to a commitment for improved learning through direct and supportive interaction. The learner is prepared for independence through self-directed learning experiences in a relaxed, attractive and comfortable learning environment.

1.6 MAJOR PRIORITIES OF THE PROGRAMME

The programme’s priorities are to:

- Provide learning opportunities for students through a systematic and organised model of best practices of general teaching principles and special education methodologies for intervention
- Work towards the attainment of the MoE’s goals for literacy mastery
- Train teachers to identify and refer learners at-risk for academic failure; and conduct preliminary informal screening
- Train teachers in developing and implementing Individual Intervention Plans (IIPs) to address learning challenges
- Empower teachers in the effective incorporation of technology in instructional delivery
- Establish a culture of meaningful partnership through communication and collaboration with teachers, parents, students, counselors, and other stakeholders

⁴ Ministry of Education Enrichment Initiative End-of Year Report Summary (2011)
1.7 HOW DOES THE PROGRAMME WORK?

The programme is designed to provide academic support for exceptional learners and learners identified as underperforming, and at-risk for academic failure.

- Students are referred to the Centre Manager by the classroom teacher for preliminary review of performance and previous intervention attempts
- Students requiring additional academic support are time-tabled for weekly intervention sessions, guided by a needs-based educational plan
- Students interface with the Centre Manager for a minimum of three (3) sessions per week; for a period of 30-45 minutes per session
- Based on their learning needs, children are taught in remedial or acceleration programmes
  - Acceleration option allows students of high abilities but who may be performing below their potential to access learning opportunities and resources that provide engagement and enrichment beyond the level being explored in the general classroom
  - Remedial option provides students functioning significantly below age or grade level focused instruction to address identified learning gaps. Instruction and interactive educational resources are used to encourage and challenge the learner in improved competence
  - Students are prepared for independent functioning once they have met learning goals, and are performing at age or grade-appropriate levels
- The recommended class size is a maximum of fifteen (15) students per session

1.8 ENRICHMENT CENTRE AND MOBILE ENRICHMENT CART: THE DIFFERENCE

The Enrichment Centre is a self-contained classroom furnished with computers, interactive educational games and software, audio-visual equipment, and other technological learning resources that facilitate the teaching of literacy and numeracy skills.

A Mobile Enrichment Cart (MEC) contains educational and technological resources and audio-visual equipment to be used to enhance literacy and numeracy skills. Larger groups of students may be exposed to technologically-assisted instruction in Reading or Mathematics from the mobile unit that is built on wheels, for ease of mobility. The instructional strategies used by the Centre Manager are to be used with the MEC.
MODULE 2

USING FORMS AND DOCUMENTING INFORMATION

The forms described in this module are fundamental to the programme’s establishment, implementation, and preservation in every school. They should be completed and securely stored by the Centre Manager as part of students’ records.
### 2.1 STUDENT REFERRAL FORM FOR ACADEMIC INTERVENTION

**Used by** Classroom teacher; parents/guardian; other concerned individual  

**Content** Critical information about academic background, observed strength or weakness; any previous assessment, documented disabilities, learning or behaviour challenges  

**Relevance** Provides first step referral for intervention; formally introduces the student to the Centre Manager; provides information to determine the student’s need for intervention  

**When used** First step of the referral process

### 2.2 STUDENT SELF-EVALUATION FORM

**Used by** Student (younger students may need assistance to complete the form)  

**Content** Student’s self-assessment of academic need, and behaviours or attitudes that have affected performance. Identified support network (parent or sibling e.g.) to work toward improvement; three identified areas for primary focus for improvement  

**Relevance** Empowers students and initiates self-reflection and accountability for improved independence as a learner. Student monitors progress toward goals, improving in confidence and self-direction  

**When used** After selection for the programme and before intervention begins

### 2.3 PARENT PARTNERSHIP FORM

**Used by** Parents/Guardians  

**Content** Parent’s/Guardian’s observation of learning or behaviour challenges, and goals for improvement. Acknowledgement of tasks and responsibilities are checked by parent/guardian as commitment to support teacher and student toward performance goals  

**Relevance** Provides platform for parent/guardian to share observations; familiarises parent/guardian with responsibilities and duties; secures parent/guardian commitment and support  

**When used** After selection for the programme, and before intervention begins
### 2.4 Intervention Log

<table>
<thead>
<tr>
<th>Used by</th>
<th>Centre Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Major academic or behavioural goals for student; performance tasks for the Centre Manager, student, and parent/guardian; and their related responsibilities</td>
</tr>
<tr>
<td>Relevance</td>
<td>Identifies critical areas of focus for intervention; records incremental instructional tasks toward intervention goals</td>
</tr>
<tr>
<td>When used</td>
<td>At the end of intervention sessions to record skills or content taught and other observations or concerns</td>
</tr>
</tbody>
</table>

### 2.5 Individual Intervention Plan (IIP)

<table>
<thead>
<tr>
<th>Used by</th>
<th>Centre Manager (with input from class teacher; parent/guardian or other referring individual with concern for student’s performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Student’s strengths; identified areas of academic or behavioural improvement; intervention goals; objectives; evaluation methods; and timeline for targeted completion time for intervention</td>
</tr>
<tr>
<td>Relevance</td>
<td>The IIP provides the Centre Manager with a blueprint from which to plan and deliver instruction to address identified learning needs</td>
</tr>
<tr>
<td>When used</td>
<td>Before intervention begins, to guide intervention programme; thereafter, to be updated frequently based on students’ progress toward intervention goals</td>
</tr>
</tbody>
</table>

### 2.6 Weekly Behaviour Contract

<table>
<thead>
<tr>
<th>Used by</th>
<th>Student and the Centre Manager (used for students with behavioural challenges)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Targeted behaviours identified for improvement; rating scale for behaviour</td>
</tr>
<tr>
<td>Relevance</td>
<td>Centre Manager and student engage in evaluation of behaviour; this helps students with honest self-evaluation, accountability, and self-management</td>
</tr>
<tr>
<td>When used</td>
<td>When identified as necessary; and continued until improvement is observed</td>
</tr>
</tbody>
</table>

### 2.7 Instructional Activity Daily Log

<table>
<thead>
<tr>
<th>Used by</th>
<th>Centre Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Accounts each session’s activities such as student intake, assigned tasks, progress on tasks; homework etc.,</td>
</tr>
<tr>
<td>Relevance</td>
<td>Session register and daily account of instructional activities</td>
</tr>
<tr>
<td>When used</td>
<td>In preparation for instructional sessions and afterwards</td>
</tr>
</tbody>
</table>
REFERRAL, SCREENING, AND REPORTING

Conducting screening, interpreting, and reporting findings are critical starting points in the process of designing IIPs that will address students’ needs. This module highlights fundamental strategies for the efficient execution of these tasks.
3.1 IDENTIFYING STUDENTS FOR THE PROGRAMME
Potential candidates for the programme are:
- Students performing two to three levels below current age/grade level
- Students performing above the expected performance level for their grade/age level
- Students displaying learning challenges but are not formally identified as needing special education services or placement

3.2 WHO CAN REFER STUDENTS TO THE PROGRAMME?
- Class teachers, principals, parents/guardians, guidance counselors, or any individual concerned about the student’s academic performance
- Students who, through self-assessment identify a learning difficulty, may express their personal concern to any of the aforementioned individuals

3.3 STEPS TO REFERRAL
- Make referral forms available from the school’s office
- Forms may also be available from the Enrichment Centre
- Referrals should begin in May/June, or early enough to have them completed in time for the start of the new school year or term[^5]

3.4 COMPLETION AND SUBMISSION OF FORMS
Centre Managers must:
- Guide classroom teachers and other referring individuals in the expectations for completing the form
- Clarify the purpose, process and responsibilities related to involvement in the programme
- Completed referral forms and other relevant information (formal assessment report, sample of student’s work, and other supporting documentation) must be submitted within the agreed time

[^5]: A student may have been identified beyond the prescribed referral phase. Including the student in the programme is at the discretion of the Centre Manager, with due consideration for the intervention needs and space availability.
3.5 REFERRAL REVIEW AND SCREENING PROCEDURE
Conduct screening of students using the performance information from school-based tests (Informal Diagnostic Reading Inventory; Grade Three Diagnostic; or Grade Four Literacy or Numeracy Tests, e.g.)
- Use recent test information. The Mico Diagnostic Reading Test (MDRT) may be used to confirm need for intervention. (The MDRT must be used only if the Centre Manager is trained to use it)
  - Screening need not be repeated for students with recent formal reports
- Collate and review all screening data to determine baseline performance
  - Where referrals are numerous, conduct informal interviews with teachers, parents, or the student to confirm referral information
- Where necessary, conduct discreet observations of students in their regular classroom setting
- Create the list of students selected for the programme
- Review the list with respective class teachers and other school-based members of the Review Panel

3.6 SELECTION AND IMPLEMENTATION PROCEDURE
- Notify parents/guardians of the student’s selection for the intervention programme
  - Outline the goals and objectives of the programme
  - Organise information session with parents/guardians
  - Gather contact and other pertinent information from parents/guardians
  - Have parents/guardians complete the Parent Partnership Form at the meeting
- Create individual files for students
  - Place data and documents collected in chronological order, placing most recent data at the top of the file
  - Store students’ files and any other related data securely in a designated area
  - Update files regularly with work samples, test sheets and scores, observation records, and all correspondence from parents, etc (These records will provide important information on students if they are referred for formal assessment and further intervention)
- Use the information to create an Individual Intervention Plan (IIP) for the student (See Module 4)

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6 Formal diagnostic evaluation reports within 6 to 12 months.
7 See ‘How to create a Review Panel, page 30.
3.7 ON-GOING INDIVIDUAL ASSESSMENT OF READING LEVELS

Continuous assessment provides the Centre Manager with information to evaluate students’ progress towards intervention goals. Continuous assessment is essential and must be a constant feature of the teaching/learning process of the programme.

Key Points
1. Performance data may be provided through the MoE’s Informal Diagnostic Reading Inventory (IDRI).
2. Additional information to determine eligibility for the programme includes interviews with students, teachers, parents, and classroom observation.

Assessment of knowledge gains often includes:
1. Screening or pre-testing to determine functioning level and need for intervention or additional assistance.
2. Summative or post-testing is done at the end of the programme to compare base-line and end of session performance progress.

Screening for reading difficulty should focus on:
- Letter recognition – identifying and associating letters and sounds in isolation
- Phonemic Awareness – hearing, recognising, and blending letters into sound combinations to form words
- Decoding Skills - recognising printed words and connecting them to spoken words
- Fluency – reading accurately, with expression at a consistent pace, and without interruption to flow
- Reading Comprehension Skills – gaining meaning from printed text

Providing Feedback
- Mark collected assignments as quickly as possible
- Provide oral or written feedback in books, etc.
- Collected work must not be left unmarked for long periods
- Provide tips and strategies for students to improve in their work

Continuous Assessment
- Screening should focus on identifying functioning levels
- Formative or periodic testing is done throughout the term or progress to evaluate progress toward specific objectives

The screening process must be used to identify learning needs, monitor students’ progress toward established goals, or guide future instructional objectives.
3.8 PROVIDING FEEDBACK TO STUDENTS

Students need to be assured of their progress and acknowledged for their efforts. Providing feedback helps students build confidence and increases motivation:

- Practise active monitoring:
  - Observe students as they work and provide frequent, specific and detailed feedback
  - Phrase feedback in a positive and encouraging manner
  - Mark collected assignments as quickly as possible
    - Provide oral or written feedback in books, etc.,
    - Collected work must not be left unmarked for long periods of time
- Provide tips and strategies for students to improve in their work

Key Points
1. The Mark Book must be neatly maintained.
2. Use the Mark Book to grade and track progress on varied tasks or assignments.
3. Always write the date the assignment is given and/or graded.
4. Always write the title of the task or assignment given.
5. Make it a priority to enter at least one grade for students each week.
6. Use the book as a quick reference for supporting information if external referral is needed (formal assessment to MicoCARE Centre, e.g.).

3.9 RECORD KEEPING

The Centre Manager, in a Mark Book and in students’ personal file, must document students’ attendance, assigned tasks and performance on tasks diligently. Consistent, reliable record keeping makes it easier to create student reports, track performance progress or provide general information on students.

STEP 1
- Create a Register and Grade Book to record attendance and performance data
- Organise your Grade Book according to grades, or session or intervention groups
- Electronic versions of the Register, Grade Book and Observation Notes are acceptable

STEP 2
- Record students’ scores for class tasks, lesson activities, projects, portfolios, homework etc.
  - Observation notes on student’s academic performance and behaviour may be recorded in the Daily Log or student’s personal file
3.10 TERM OR PROGRESS REPORTS

Periodic progress updates must be provided regularly and throughout the school term to referring teachers, parents and students. It is critical also that a formal report is submitted to the principal at the end of each term.

N.B. The report form from the Enrichment Programme may be used to complement the school’s report.

- Ensure students’ names are spelled correctly
- Keep the comments on progress simple, and specific to students’ performance and attainment of intervention targets performance
- The report should be easily understood, and have information that is helpful to parents and students
- Provide detailed tips which can be used independently by the student or parent to aid improvement:
  - Avoid comments such as: “Andrea’s hand writing needs improvement”. Instead, say, “Andrea needs to practice shaping letters consistently and carefully; using the tracing sheets I placed inside her exercise book.”
  - Provide comments that summarise the nature of the student’s progress:
    - Instead of: “John learnt how to multiply by four.” Say: “John has successfully learnt to multiply by 4 and performed at 98% accuracy in multiplying by 2, 3 and 4 on the Math Shark and Fast Math games.”

Create a report form that complements the school’s report form.

- Performance toward targeted goals should be included in reports, for example:
  - Reading test scores and analysis
  - Numeracy test scores and analysis
  - Behaviour
  - Attendance
  - General comments on students’ progress

3.10.1 Recommended Procedure for Preparing Term Reports

**Compilation**
- Collate performance data
- Select data and progress to be reported
- Complete report within designated time-frame

**Signing Reports**
- Have reports signed by Principal; Vice Principal or designated signee
- Arrange all reports according to intervention groups
3.11 WHEN DO STUDENTS EXIT THE PROGRAMME?

Students who have met the goals for intervention and are performing independently at grade level may exit the programme. This decision must be based on sustained independent performance.

The decision for exiting the programme must be made with the careful consideration of the referring teacher and the Centre Manager, and their mutual agreement.

3.11.1 Recommended Procedure for Programme Exit

**STEP 1** Notification
- Notify teacher, parent and student of intent
- Conduct exit conference with teacher, parent and student discussing observations and recommendations for exit

**STEP 2** Exit Data Support
- Collate relevant supporting documentation as evidence of performance data
- Collate evidence of work from classroom teacher
- Arrange date for performance evaluation with Review Panel

**STEP 3** Reintegration
- Invite parents to the Exit Conference based on consensus of the Review Panel
- Update the student’s file with relevant documentation and decision

**STEP 4** Post-exit Monitoring
- Monitor reintegration closely to ensure smooth transition
- Dialogue with classroom teacher, parents and student to ensure performance is sustained

**Key Point**
If the decision against reintegration is because of insufficient progress, the student’s IIP must be modified to reflect goals for improvement in the areas of concern.
Module 4: Using Programme Forms

The Enrichment Programme uses standard documents that guide implementation and maintain the programme in a structured manner. The Centre Manager must be cognizant of the relevance of the forms and make all efforts to have them completed accurately, and in a timely manner by the relevant persons. As Centre Manager, it is your responsibility to complete forms efficiently and promptly to facilitate the strategic development of this differentiated learning programme.
4.1 STUDENT SELF-EVALUATION FORM AND BEHAVIOUR CONTRACT

Students must have the opportunity to set their academic and behaviour goals and to give their opinion on their own performance.

**STEP 1**
- Inform students of the purpose of the form
- Encourage students to be honest when completing forms

**STEP 2**
- Guide students in the process (read for them where necessary, or help them to phrase their goals etc.)
- Upon completion, read through the form with each student to ensure clear understanding
- Encourage students to work towards achieving their goals

**STEP 3**
- Review and update the form periodically and have students modify goals as they are met

4.2 CREATING INDIVIDUALISED INTERVENTION PLANS (IIP)

An Individual Intervention Plan (IIP) is an intervention plan designed with specific consideration of a student’s learning needs and style; with the aim of addressing learning gaps within short-term or long-term period. The IIP is developed by the Centre Manager in collaboration with the classroom teachers, parents/guardians, and, where applicable, the clinician who may have conducted formal assessment.

**Key Points**
1. Use data on the form to guide the writing of the IIP.
2. Use the self-evaluation form as an accountability tool for students to meet their targets.

**4.2.1 Important features of the IIP**
- Summary of the student’s areas of strength, behavioural observations, areas for improvement, specific objectives and goals, steps to achieve objectives and goals, methods of evaluating student’s achievement and a timeline for achievement of goals
- Framework that facilitates continuity, modification or transition based on performance
- Formal process for planning, monitoring and evaluating the student’s achievement within the programme
- Allows for input from teacher, parent and student to create cohesive and relevant educational goals for the student
4.2.2 Stages in Creating an IIP

STAGE 1 - GATHERING INFORMATION TO CREATE THE IIP

**Collate and Review Documentation**
The Centre Manager must collect all relevant information and in-take documentation to begin planning for intervention. The related forms contain details regarding current level of performance, challenges observed, and documented attempts to correct learning difficulty.

Forms to be collected include:
- Student-referral form
- School progress report and progress logs
- School documentation (disciplinary records)
- Observation records or documented reports of academic, behavioural or social skills concerns
- Screening tests scores
- Formal evaluation report

Information from a variety of sources must be used to establish present level of functioning and guide the creation of appropriate objectives for the IIP.

**Administer Screening Instrument**
- Use recommended screening instruments to assess students’ literacy and numeracy skills
- Document observations of students’ test-related behaviours, and test scores

**Analyse and identify the student’s learning gaps/needs**
- Use results of tests to determine the learning gaps and intervention goals for the student
- Conduct an Interest Inventory to help identify the student’s interests. This optional step may be helpful in identifying student’s learning style

STAGE 2 - CONFIRM SCREENING FINDINGS AND LEARNING NEEDS

**Provide update to referring teacher/parent on identified learning gaps/needs**
- Discuss academic or behavioural gaps that affect desired performance
- Gather additional information that might be helpful for the student’s intervention plan
- Agree on a learning plan that considers each student’s interest, aptitude and learning need

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8 Anxiety, excessive nervousness, and other extreme signs of distress, for example
9 A simple conversation with students regarding their preferred learning activities may provide this information
STAGE 3 - WRITE THE IIP

**Confirm IIP goals and period for implementation**
- Create the IIP with the information from observation, screening and additional information from discussions with teacher and parent
  - The IIP must reflect goals and objectives to remedy learning gaps. The IIP may include behaviour goals for some students
- Write goals and objectives that are specific to the student’s individual instructional needs
- Confirm IIP goals and time-frame for implementation with teacher/parents
  - The IIP goals must be SMART – Specific, Measurable, Attainable, Realistic and Time-bound
- Outline evaluation and monitoring toward learning goals
  - Establish learning objectives for short, medium or long-term
  - Include a variety of methods to evaluate learning
  - Consider instruction, class and home-work assignments that will reinforce skills being taught, reflecting the learning style of the student
- Share the IIP with referring teacher and parents to confirm agreement with intended intervention programme

4.2.3 Implementing

STAGE 4 - IMPLEMENT THE IIP

**Student focus**
- Inform students of the goals for learning; and timelines to accomplish goals listed in their IIPs
- Encourage students to work towards achieving these goals as well as those in their self evaluation forms (where applicable)

**Teacher focus**
- Prepare lessons based on the goals and objectives specific to each student’s IIP
  - If other students have similar instructional goals, ensure differentiated methods of instruction are used as students learning style and needs dictate (Avoid the ‘one size fits all’ trap)
4.2.4 Evaluating

STAGE 5 - MONITOR AND EVALUATE PROGRESS USING THE IIP

The Centre Manager must use the IIP to guide yearly, termly, long and short-term educational plan for students, and must update its content periodically.

**Tracking progress on the IIP**

- Use the IIP as an accounting tool/benchmark of students’ success
- Update the IIP to reflect the changes in students’ performance or learning needs
- Include updated insights on strategies to be used for instruction and evaluation toward identified goals

An easy evaluation exercise would include asking the following questions:

- What is not working?
  - What do I do next?
- What is working?
  - What do I do next?

4.2.5 Collaborating

STAGE 6 - COMMUNICATE AND COLLABORATE WITH STAKEHOLDERS

The Centre Manager must maintain regular communication with the referring teacher, or other relevant parties. Feedback from these individuals must be valued and, where necessary, used to modify the IIP.

- Treat setbacks as evaluation points for improvement
- Celebrate students’ successes

**Key Point**

Centre Managers must be committed to following the sequence of planning, implementing, and evaluating the IIP to ensure that it is an efficient, effective and meaningful process.
CLASSROOM organisation does not only relate to the physical layout of the classroom or environmental arrangement; but also show how the Centre Manager will deploy and group students for instruction. Timetabling and seating arrangements must be done strategically in order to get maximum results within the limited time students are engaged in lessons.
5.1 CONSIDERATIONS FOR TIMETABLELING INTERVENTION SESSIONS

Organising instruction sessions
✓ Classes should not be scheduled in the session immediately after general devotion to avoid interruptions to classes if the devotion is extended
✓ Arrange morning sessions, preferably before lunch break for younger students (Grade 1, e.g.)

Pre-session considerations
✓ Students must be formally time-tabled for sessions
  • Ensure that the regular classroom teachers have finalised their time-tables before sessions for the room are established
  • Create a time-table template to be used by teachers
  • Identify days and times for intervention with the classroom teacher (Selected time slots should not deprive the student of other special timetabled activities: PE, Drama, Music, e.g.)
✓ Consult closely with teachers to finalise a timetable that will allow sufficient sessions for the student to work toward intervention goals
✓ Schedule sessions for:
  • Consultation with the classroom teacher, parent, or principal
  • Instructional planning and updating students’ files

Key Points
1. Recommended class size: maximum 15 students per session
2. Recommended duration of session: 30 to 45 minutes
3. Recommended contact sessions: Three (3) contact sessions per week
5.2 SEATING ARRANGEMENTS
Where students sit, and whom they sit by, can influence their academic performance and behaviour significantly. Before sessions begin, have a familiarisation day to discuss the rules of the Centre with the students and allow them to sit where they want to; in a ‘seating scramble’.

**Seating for Learning**
- Refer to students’ IIP to guide your seating assignments
  - Observe students’ behaviour and interaction during the seating scramble
  - Use students’ abilities, needs, learning styles, interests, and behaviour to determine seating
  - Observe if students squint or have difficulty seeing the board
- Place students who need close supervision and attention from the Centre Manager must be placed in the front and/or centre of the room
- Arrange seating for students who may disrupt the class to the front corners of the room (other students will therefore not have them as the centre of their focus)
- Place students who like to talk to each other at different desks (preferably at different sides of the room)
- Make modifications to your seating chart as the need arises
- Students must be aware of their assigned seat: this will ensure that seating takes place with minimal confusion when they come to sessions

5.3 ARRANGING INDIVIDUAL AND GROUP ACTIVITIES
Group activities will be useful to help students learn to communicate, collaborate, support, compromise and create with each other. When created, groups must be monitored and evaluated efficiently and effectively.

**STEP 1**
Determine how groups will be organised
- Use students’ abilities and skills to guide planning
- Create seating chart
- Create groups according to learning tasks or needs

**STEP 2**
Set ground rules for behaviour (general courtesy and orderlines, e.g)
- Establish accountability rules for personal contribution to group work
- Assign specific tasks to group members for sharing of responsibilities
- Allow sufficient time on tasks and for group interaction

**STEP 3**
Monitor each group’s progress and interaction
- Ensure appropriate activities based on functioning levels and group arrangements
- Move actively around the room and provide guidance
- Observe progress on tasks and provide positive reinforcement
5.4 CREATING A SUPPORTIVE ENVIRONMENT

The Centre Manager must be warm and patient with students. The Enrichment Centre should be an environment that facilitates both individual and group learning. Desks and chairs should be set up in a manner that allow students to work independently as well as in groups.

- Structure activities around the individual academic needs of each student. (Use established goals and objectives to determine the most pressing needs)
- Determine what equipment and resources best serve each student’s needs and integrate them as part of the daily teaching materials
- Formulate activities specifically for group lessons and peer-to-peer collaborative learning; in addition to the individual work, each student is expected to complete weekly
- Encourage healthy competition between students where they can work together or separately towards receiving recognition or some type of reward for their efforts

5.5 IMPROVING STUDENTS’ PERFORMANCE

Each school’s agreed vision statement should underscore and guide the mission and goals of the Enrichment Programme. At the outset of the programme, the Centre Manager and classroom teachers should communicate to students that there is an expectation that they will succeed and achieve their goals.

- Each student should have clearly defined short-term and long-term goals to be achieved
  - Students and the Centre Manager should have frequent discussions about goals and progress
  - Different strategies should be used to meet individual needs and learning style
- Provide parents/guardians with frequent updates of students’ progress toward goals; and agree on the action to support continued progress
- The Centre Manager should create an environment in which peer-to-peer support is encouraged, and where students help each other with their academic development
  - Students should be encouraged to be accountable for their own success in achieving their academic goals, and be held to a standard of consistent performance
- Establish a reward system that recognises achievement and significant improvement
5.6 MONITORING CLASSROOM INVENTORY AND RESOURCES

The Centre Manager is mandated to keep all resources properly maintained and secure. The continuity of the programme is significantly dependent on the availability and functionality of equipment and resources in the room, (See Module 8 for further discussion).

**Inventory**
- Create an Inventory Checklist
  - Schedule a specific day of the week when an inventory is done
  - Use the inventory checklist frequently to monitor inventory
- Keep an accurate, weekly maintained and updated record of all equipment and resources
- Throughout the day, the Centre Manager should do a quick check to verify that all equipment and resources, whether in use or in storage, are accounted for

Designate areas where specific resources are kept. This will allow you to notice quickly if the item is not in its designated location. Equipment and resources that are needed for lessons or used continuously throughout the day must be arranged or kept in areas that are easily accessed by the Centre Manager and students. This helps to keep everything organised and prevent unnecessary confusion.

**Storage**

Store all equipment and resources securely and properly at the end of each day. Select only the equipment and resources that are necessary for each lesson.
- Resources not in use must be stored away
- Record each time equipment or resource is utilised and develop a system to prevent damage from overuse
Monitoring and Management
Only persons authorised by the Centre Manager should be allowed in the Enrichment Centre. No one is to be left unsupervised in the room at any time.

- Limit the occupants to the room to the students and individuals who are required to be there at a particular time
- Establish a designated storage area for students’ backpacks and lunch bags away from equipment and resources
- Limit the presence of multiple devices at once by incorporating the use of learning devices for shared use in group lessons
- Ensure that students are aware of, and follow, the stipulated guidelines for use of all equipment and resources to maintain their long-term functionality

5.7 MANAGING CLASSROOM BEHAVIOUR
The Enrichment Centre should be an environment that allows for structured and enjoyable learning without any major distractions or impediments to learning. To facilitate an environment that is conducive to productive learning, the Centre Manager should have very clear directives to govern students’ behaviour.

Developing behaviour guidelines and rules
There should be clearly outlined and well-defined rules for all users of the Enrichment Centre posted in plain view at all times. (For example: entering and exiting the room; getting attention or assistance from Centre staff; disposing of trash; storing materials, etc.)

Guidelines and Rules
✓ Various strategies should be used to address behaviour challenges and must be readily enforced fairly, appropriately and consistently
  - Rules should be developed with the assistance of students
  - Visible reminders should be placed around the room to encourage and reinforce positive interactions and behaviours
  - Rules should be shared with students’ parents/guardians so that they can also reinforce the rules at home
✓ Broken rules or disciplinary infractions must be addressed promptly to prevent further disruptions and influences on other students
✓ Regular meetings should be held with Centre staff and parents in order to ensure consistent use of corrective methods or to share strategies for enforcing good behaviour
Monitoring out-of-seat activity

Identify a designated area for marked and unmarked books. Students should be aware of these areas so that they can store or collect their books without the direct supervision of the Centre Manager, with minimal disruption.

✔ Use positive and helpful comments to help students understand the effect or consequences of their behaviour
  • Practise active scanning of the room and monitoring of behaviour during instruction and continuously during the session
  • Observe students’ behaviour during independent seat-work or other student interaction
  • Remain calm through class disruptions and address issues in a decisive manner
✔ Inappropriate or unacceptable behaviours will be addressed in accordance with the rules and regulations of the MoE and the school

5.8 SUPPORTING STUDENTS WITH BEHAVIOUR CONTRACTS

Students with behaviour challenges would have been identified during the routine referral and observation process. A Behaviour Contract would have been drafted for the student needing specific behaviour intervention as well as academic intervention. Ensure that routine corrective measures are in place and applied consistently.

Be watchful for behaviours such as:
  • Difficulty interacting with others, being uncaring, or self-absorbed
  • Hostility, aggressiveness, and bullying
  • Oppositional and extremely argumentative tendencies
  • Defiance of and resistance to authority
  • Little to no adjustment in anti-social behaviour, even after being spoken to or reprimanded

✔ Use opportunities to remind students of behaviour goals and agreed objectives of the Behaviour Contract. Highlight positive behaviours or attempts at improvement
✔ Maintain firm but supportive approach to achieving goals for improved behaviour

Key Points
1. If the student’s need for behavioural or emotional intervention cannot be addressed adequately by the Centre Manager, the case must be referred to the Guidance Counselor, or principal.

2. Further response for appropriate strategies must be handled by the Guidance Counselor.

3. In some instances, referral for formal evaluation may be necessary.
MODULE 6

MULTI-LEVEL LESSON PLANNING
6.1 CONSIDERATIONS FOR LESSON PLANNING

Instruction must be planned based on the goals and objectives for intervention for each student. It is possible that several students will have similar gaps in knowledge. Be reminded that group instruction may be used for general introduction of the concepts, or reinforcement activities. Efforts must be made to ensure that students are taught in the following instructional groups:

- **Literacy Station** for students with mild to moderate gaps in reading and language skills
- **Numeracy Station** for students with mild to moderate gaps in numeracy skills
- **Resource Station** for significant gaps (2-3 grade levels) in reading, language and mathematics

Lesson aims, objectives, methodology, content, steps and evaluation must be relevant and specific to the intervention needs of the students. The Centre Manager must work to foster a trusting relationship with students so that they are at ease expressing themselves and attempting tasks.

**Lesson plans must:**
- Be age-appropriate, although students may be below the assigned grade level
- Be written to reflect differentiated instruction according to students’ IIPs
- Encourage student exploration
- Encourage independent and group discovery and enhance the understanding and application of the concept being taught

**Equipment and resources to be used with lessons must also be complementary to:**
- Lesson content, topic, and theme; and
- Students’ learning styles

6.2 PLANNING THE LESSON

*Lesson Planning Considerations*

When planning intervention, modification to how content is taught and how students are assessed may be necessary. Content chosen must be a major consideration for students’ learning needs and level. Refer to the IIPs to be guided and consider the learner profile of the student(s).

Lessons should be engaging, representing students’ interests, learning styles and abilities so that students are motivated and interested in learning. Technological equipment used to enhance lessons should be appropriate to age and functioning levels. (See Module 8 for more detailed discussion on equipment and inventory).
Choosing the right equipment and resources to enhance lessons is of paramount importance for encouraging independent discovery. The Centre Manager must ensure that planned lessons contain engaging activities that will appeal to students’ interests, learning styles and abilities, and motivate an interest in learning. Select technological educational devices that will reinforce content and skills. Ensure the materials, equipment and devices are in proper working order and are distributed fairly for individual and group work.
6.3 EVALUATING THE LESSON

In order to plan meaningful lessons, the Centre Manager must consistently reflect on lessons taught and evaluate their strength and weaknesses. Having insight on areas of strengths and those for improvement will make the Centre Manager a better teacher.

Questions to ask to lead to effective lesson evaluation are:
- What were the strengths of the lesson (what went well)? Why do I think so?
- What were the weaknesses of the lesson (what needed development)? Why do I think so?
- What could I have done differently?
- What problems did I encounter in delivering the lesson (what factors external to the lesson plan negatively affected the lesson)?
- What are the considerations for the next/future lessons?

Another suggestion for lesson evaluation is to categorise the teaching/learning experience in topic areas and review the lesson according to each topic, such as:
- Lesson delivery
- Students’ receptivity
- Learning outcomes
- Evaluation activities
- Classroom management
- Areas for improvement
- Targets/Goals for the next lesson
- General comments
6.4 ADDRESSING DIFFERENTIATED LEARNING STYLES

Many students use a combination of learning styles. However, most students prefer or possess a dominant learning style.

Gardener’s Multiple Intelligence Model

- **EXISTENTIAL** To exhibit the proclivity to pose and ponder questions about life, death and ultimate realities.
- **VERBAL/LINGUISTIC** The capacity to use language to express what’s on your mind and to understand other people.
- **LOGICAL/MATHEMATICAL** The ability to understand the underlying principles of some kind of causal system.
- **VISUAL/SPATIAL** The ability to present the spatial world internally in your mind.
- **MUSICAL/RHYTHMIC** The capacity to think in music, to be able to hear patterns, recognize them, and perhaps manipulate them.
- **INTERPERSONAL** The ability to understand other people.
- **INTRAPERSONAL** Having and understanding of yourself, of knowing who you are, what you can do, etc.
- **NATURALIST** The ability to discriminate among living things as well as show sensitivity to other features of the natural world.
- **BODILY KINESTHETIC** The capacity to use your whole or parts of your body, to solve problems, make something, or put on a production.

Classrooms may contain students with a variety of learning styles. The three (3) main learning styles: visual- spatial, auditory and kinesthetic/ tactile are summarised below.

6.4.1 Visual or Spatial

**THE VISUAL OR SPATIAL LEARNER**

Students who prefer to learn visually and spatially are aware and enjoy learning through a variety of visual and interactive input. They may also have a good sense of direction.

**What they love to do?**

These students enjoy writing, using colours, drawing and painting, watching TV, video or using images, pictures, or maps.

**How do they learn?**

Use colour, pictures, diagrams, flow charts, maps and videos. Use words and pictures as much as possible, and use colour to highlight major points to keep students interested.

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10 Unmotivated, disruptive students, or students with significant learning challenges
6.4.2 Auditory
THE AUDITORY LEARNER
Auditory learners learn best by listening or hearing, and are able to focus better with auditory input than visual information, as in reading.

*What do they love to do?*
They enjoy learning through sound and musical stimulus. These students enjoy singing, playing musical instruments, and listening to music.

*How do they learn?*
They respond to music, sound and voice recordings, rhyme and rhythm in conjunction with visual content.

6.4.3 Kinesthetic or Tactile
THE KINESTHETIC OR TACTILE LEARNER
These students learn best by touching and doing.

*What do they enjoy doing?*
They enjoy holding, doing, touching, feeling and engaging in practical hands-on experiences.

*How do they learn?*
Use activities that encourage students’ movement and tactile interaction with objects. Engage students in physical activities like dance, playing of games, doing puzzles, dramatisations, touching textures, or making models.

OTHER LEARNING STYLES
6.4.4 Verbal/Linguistic
VERBAL OR LINGUISTIC LEARNERS
These students learn best by oral expression and verbal reasoning, often ‘talking through’, or ‘talking out’ as they learn.

*What do they love to do?*
These students enjoy reading, writing and expressing themselves orally.

*How do they learn?*
Use writing exercises, rhymes, tongue twisters and limericks. Have students read their notes aloud in classes and recount what they learnt at the end of lessons.
6.4.5 Logical or Mathematical

LOGICAL OR MATHEMATICAL LEARNER
These students learn best by working with numbers and doing logical reasoning and problem-solving activities.

What do they love to do?
The logical/mathematical learner enjoys working with patterns and making logical links and connections between and among concepts, events and general object-relationships.

How do they learn?
Use mathematical problems, calculations and patterns. Reinforce learning activities with classification, grouping, sequencing and building patterns.

6.4.6 Social/Interpersonal

SOCIAL OR INTERPERSONAL LEARNER
These students learn best by communicating with others. They may often seem to be off-task and seem to be more interested in socialising than learning.

What do they love to do?
They enjoy verbal and non-verbal communication and may be friendly and very comfortable helping others or making new friendships.

How do they learn?
Use small or large group activities, or one-to-one teacher instructed sessions to capitalise on social interaction.

6.4.7 Solitary/Intrapersonal

SOLITARY INTRAPERSONAL LEARNERS
Students identified as solitary learners prefer to work independently, and are often more focused and introverted.

What do they love to do?
They enjoy activities that require silence and deep concentration.

How do they learn?
Use activities and games that allow the student to work independently. Use one-to-one teaching arrangements or very small group activities.

Key Points
1. An interest inventory is a good guide to discovering learning styles.
2. Identify simple learning inventories from internet sources.
3. Using learning styles helps to reinforce critical thinking and communication skills.

** Additional sessions may be arranged to bolster or enrich the student’s intervention programme.
The Mobile Enrichment Cart (MEC) is a valuable asset to the regular classroom environment as it brings numerous opportunities for the enhancement of instruction to the learning environment. With the MEC, the teacher shares the responsibility of using innovative approaches with entire classes of students with varying learning needs and abilities. It is critical therefore that teachers adhere to standard practices that cater to diverse learner needs.
The use of the MEC presents the opportunity for collaborating or co-teaching. The classroom teacher and the MEC teacher may work closely to reinforce content and skill areas at selected grade levels and classes. Both teachers may plan instruction to address the class’ needs. Duties may be shared to ensure that students are taught, behaviour is managed, progress is noted, and instruction is evaluated. Before any teaching occurs, it is critical that the MEC teacher ensures the following are done:

### 7.1 PREPARING FOR CLASSES

**STEP 1**
- Determine instructional support needs of the class
- Gather data on gender breakdown, reading and math levels, etc.,
- Ascertain baseline literacy and numeracy performance
- (If testing was not done, the performance data from regular instruction should be used to inform baseline)

**STEP 2**
- Analyse test scores and note general class strengths, and weaknesses together
- Determine topics for special attention from the classroom teacher
- Determine the class and individual student’s needs and goals
- Discuss instructional approach to be used

**STEP 3**
- Visit selected classes for preliminary interview; allowing students to share their learning goals
- Reinforce the need to abide by established classroom rules
- Allow students to add goals or rules not on the list; but which may be helpful
- Secure students’ commitment to goals

### 7.1.1 Consulting with the class teacher

**STEP 1**
- Meet with class teachers or grade coordinators
- Schedule sessions and determine teaching arrangements
- Discuss modifications to curriculum; instructional strategies/resources to be used
- Submit selected classes to grade supervisors, designate or principals

**STEP 2**
- Conduct familiarisation session with students (to be done by both teachers)
- Create seating chart (if necessary)
- Determine class and individual student’s needs and goals

**STEP 3**
- Summarise information for instructional groups (High, Mid, Low performance level, e.g.)
- Plan instruction and prepare differentiated activities for classes
- Develop evaluation and active monitoring plan with classroom teacher

**STEP 4**
- Analyse performance with teacher and determine strategies for improvement
- Submit formal progress report to class teacher (include progress in regular class report)
- Submit termly reports to grade coordinators, designates or principal
Key Points
1. Performance data must guide instructional planning, delivery and evaluation practices.
2. Lessons should be student-centred, differentiated, dynamic, and must contain activities for varied ability levels.
3. Equipment and resources must be used to complement skill development and independent learning.
4. Notify parents of additional programmes to address learning gaps.

7.2 CO-TEACHING WITH THE MEC
The principal’s responsibility is to provide an instructional environment that is conducive to the practice of co-teaching to better facilitate the success of the MEC intervention.

Teachers using the MEC must monitor students’ progress, as best as possible, to determine the need for individual or small group pull out, or other intervention. In the case where a MEC teacher co-teaches with a classroom teacher, both teachers must discuss the student’s academic needs before pullout or other intervention is organised.

NB: The recommended referral process must be followed: See Module 3

Key Points
1. Agree on guidelines that will govern the co-teaching partnership.
2. Decide on the co-teaching approach that will be used (teach/support; parallel co-teaching; supportive co-teaching; complementary co-teaching; or team-teaching, for example).
3. Select the best co-teaching approach depending on the needs of the students or class.
4. Collaborate to determine content or skills to be addressed.
5. Determine signals for switching teachers for smooth transition during lessons.
6. Establish and commit to regular planning sessions.
The Centre Manager is charged with the maintenance and security of all equipment and furniture in the Enrichment Centre. The furniture in the room must be arranged to facilitate free movement and interaction with students; and allow them to work in cooperative groups. Every effort must be taken to ensure that the Centre is kept in immaculate condition.
8.1 MAINTAINING EQUIPMENT AND RESOURCES

- Create an inventory of all equipment, furniture and resources assigned or allocated to the Centre. (Maintain weekly inventory of items to ensure they are in place and in good condition)
  - Additional equipment, furniture and resources must be added to the inventory
  - A record of these additions (and serial numbers where applicable) must be given to the school’s office
  - Create a sign-out sheet to track equipment on loan to other teachers
  - Keep track of the date of sign-out, the reason the item is being loaned, the person to whom the item is being loaned, and the intended return date
- Organise storage units (file cabinets, e.g.) optimally; arranging or categorising specific types of items for easier management and retrieval of resources

Sharing equipment and resources
Equipment and resources are valuable assets of the school and should be handled with care.
- Equipment, resources and furniture may be loaned with the approval of the principal
- Equipment, resources and furniture loaned from the room must be documented in a book created for that purpose
  - All loans must be closely monitored by the Centre Manager
- Equipment and furniture must be inspected frequently to ensure their working condition upon their return to the Enrichment Centre

Maintenance of equipment and resources
Equipment and resources must be routinely inspected at the beginning and end of each term in order to have an accurate record of the quantity and condition of all the equipment and furniture.
- Any defects or wear and tear of equipment, resources and furniture must be noted during the inventory check and reported to the principal
  - To ensure maximum life and performance of equipment, manufacturers’ general instructions must be followed when using equipment and resources
- Air conditioning units and fire extinguishers will require regular servicing to ensure optimal operation. (Report malfunctions or other problems promptly to the principal or designated school personnel)
- Computers should be plugged in to surge protectors to avoid damage that can be caused by power surges. (A surge protector is not to be confused with a power strip)
  - Computers should be properly turned off at the end of each day
  - Unplug equipment from power outlets when not in use and at the end of each day
8.2 SECURING EQUIPMENT AND RESOURCES

The Board of Management should ensure that the school is sufficiently secure so that the Enrichment Centre is protected.

- The room must be securely locked at the end of each day by the Centre Manager, or someone assigned to oversee this task
  - All items must be stored securely in cupboards/file cabinets. The Centre Manager must assume control of the key to storage units
  - A duplicate set of keys for the room must be retained in the main office under the supervision of the principal/vice principal

The preservation of the room and resources are more likely when the room is used expressly for the activities and purposes related to the programme.
ROLES AND RESPONSIBILITIES FOR SUPPORT

The support of all stakeholders (teachers, leadership, administration, and parents/guardians) and the commitment to maintain a high quality programme will ensure the success of the programme.
9.1 ROLE AND RESPONSIBILITIES OF THE PRINCIPAL

Although principals will not be directly involved with the day-to-day running of the Enrichment Programme, they play an integral part in how the programme functions overall, and must provide their support where needed.

The principal must:

✓ Ensure from the outset, that the operations of the programme are in alignment with the standards of the Ministry of Education, and the agreed terms of the award letter from the Digicel Foundation
✓ Commit to regular meetings with the Centre Manager to evaluate the progress of the programme and strategise for future programme development
✓ Ensure the sustained financial support of the programme and the upkeep of the room, including security, maintenance of equipment and resources
✓ Support the objectives of the programme, adherence to the standards, and procedure for referral, and participation in the programme
✓ Support and finance development and training opportunities for the Centre Manager and his/her understudies

Importantly, the principal must ensure that there is necessary communication with the regional directorate\(^\text{11}\) of the MoE regarding:

- Operational and implementation difficulties
- Staff attendance to arranged training activities
- Preservation of the integrity of partnership as agreed in the letter of award

9.2 THE ROLE OF THE CENTRE MANAGER

The Centre Manager must:

✓ Meet regularly with the principal to discuss the progress of the programme and strategise activities for its future development and success
✓ Be in constant dialogue with the classroom teacher to share achievement reports and collaborate to plan for further instructional needs of students
✓ Submit term reports to the principal and Enrichment Coordinator\(^\text{12}\)
✓ Meet frequently with parents/guardians to provide updates on the programme’s objectives and report on students’ performance

\(^{11, 12}\) See Enrichment Programme, Guidelines for School, Ministry of Education (2009)
Additionally, the Centre Manager should:
- Maintain inventory of assigned materials and resources
- Ensure that educational materials and equipment are stored securely
- Meet regularly with principals and referring teachers to discuss students’ progress and programme concerns
- Meet frequently with parents to discuss students’ progress and recommend strategies for parents/guardians to use at home
- Attend required related professional development activities

9.3 THE ROLE OF THE CLASSROOM TEACHER
The classroom teacher, working with the Centre Manager, and using specified guidelines, must identify the students that will most benefit from participating in the programme. The Enrichment Centre’s rules should also be reinforced by the classroom teacher.

- Classroom teachers and the Centre Manager must ensure that students scheduled for the programme attend their sessions regularly and punctually
- Classroom teachers and the Centre Manager must collaborate about concepts, skills and assignments taught so both parties can reinforce what students are being taught in the programme
  - The student’s progress should be tracked to ensure problem areas and weaknesses, are noted for action by the Centre Manager and classroom teacher
  - The classroom teacher should inform the Centre Manager of any changes or important developments, which may affect students’ performance
- Classroom teachers are expected to participate in parent conferences so that accurate account of students’ progress can be given

9.4 SUPPORTING CLASSROOM TEACHERS
It is important to schedule regular weekly or monthly meetings with classroom teachers. The policies and operational procedures for maintaining the programme, and work toward students’ learning goals must be reinforced even during their regular classroom engagements. To ensure the classroom teacher is kept abreast of developments in the programme or students’ progress, the Centre Manager should:

- Update classroom teachers on any significant and pertinent changes with students’ performance or behaviour
- Invite classroom teachers to participate in progress updates and parent meetings
- Work with classroom teachers to promote greater collaboration and partnership between the programme and the regular classroom
- Share equipment and resources with classroom teachers to reinforce learning on similar topics, when appropriate
Use in-service training sessions to share strategies used in the programme with the classroom teacher to encourage continuity of methodology, and reinforcement of skills and concepts toward optimal outcomes for students in the programme.

9.5 ENGAGING SUPPORT FROM THE WIDER SCHOOL COMMUNITY

The Enrichment Programme may be among other programmes in the school through which support may be provided for students’ academic and behaviour needs. The programme requires the involvement of classroom teachers, school personnel, and relevant stakeholders in providing the holistic support, teaching, monitoring, and reporting needed for structured quality intervention, and the programme’s ultimate success.

Students who may not be able to participate in the Enrichment Programme may still be able to benefit from the resources of the programme for their educational development. The long-term effect and impact of the programme benefits the school community, because its resources may serve others over time.

NB: The principal and Centre Manager must ensure that the school community is clear of any misperception of exclusive use and benefits of the resources of the Centre of programme.

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**STEP 1**

**Familiarisation**
- Introduce the programme to the wider school, providing information about its purpose, objectives, operations and benefits

**STEP 2**

**Commitment**
- Obtain the commitment of the wider school community in fulfilling their support roles
- Encourage feedback and suggestions from the school community (Observations from others can be very helpful)

**STEP 3**

**In-service Support**
- Schedule training and support sessions to share strategies and best practices with colleagues
- Provide opportunities for teachers to observe instruction and use of best practices

**STEP 4**

**Access to use of resources**
- Allow access to resources to supplement instruction and maintain collaboration
- Post schedule of sessions on exterior wall or door to minimise interruptions

**Key Point**
Set up a recognition and reward scheme to celebrate students’ accomplishments; and to recognise the support and contribution of others to the programme.
SUCCESSION PLANNING AND SUSTAINABILITY

The school leadership should ensure that teachers participate in the in-service sessions, and are generally proficient and motivated. Should the need arise; a capable teacher would need to assume responsibility for managing the Centre or programme. An assistant to the Centre Manager will aid with the succession process, with the likelihood of being a suitable replacement.

The principal must identify suitable teachers to be trained for the programme to ensure mentoring for succession.
10.1 CRITICAL AREAS FOR SUCCESSION PLANNING

**STEP 1**
- Communicate the vision, philosophy, and goals of the programme clearly
- Inform teachers of the general responsibilities and duties of the Centre Manager or teacher assigned to the programme (in smaller schools, for example)

**STEP 2**
- Preparation and planning for duties and responsibilities of the Centre Manager
  - Administering or interpreting performance data for intervention planning
  - Developing individual intervention plans and lesson plans for individuals or small groups

**STEP 3**
- Instruction and evaluation
  - Scheduling intervention sessions and evaluation activities
  - Incorporating technology to enhance instruction and create a print-rich environment

**STEP 4**
- Progress and information
  - Organising procedures for parent consultation, screening, referral for formal assessment
  - Preparing and conducting parent conferences
  - Presenting reports on the programme’s operations and performance trends

10.2. PROFESSIONAL DEVELOPMENT

Teachers in the Enrichment Programme must take the initiative and seek opportunities for training and development. These training courses should become part of the ongoing education of the Centre Manager and must be fully supported and encouraged by the school’s principal and Board of Management.

School leadership should:
- Provide opportunities for on-site staff development workshops by inviting resource persons to conduct workshops
- Provide financial support and opportunities for the programme’s staff to participate in professional development activities that will enhance and advance their knowledge and skills and build their competencies

**Key Points**
1. Routine identification and training for succession planning should be a priority for school leadership.
2. Create a training schedule to ensure ample exposure to efficient practices for a successful programme.
3. Be actively committed to seeking resources and materials that may complement or enhance instruction.
It is possible that despite the individualised intervention, some student’s progress may seem minimal, compared to the general trend of improvement. Students may be identified as needing more support based on their observed academic performance or behaviour; or information from parents/guardians. In such circumstances, the student may need highly specialised instructional arrangements because of a special need or disability.
Students may seem overly sensitive to environmental stimuli such as noise, temperatures and textures. Other areas for keen attention include the following:

Table 2 – Indicators of Special Needs

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and Motor</td>
<td>Physical movement; or limited or underdeveloped fine or gross motor skills</td>
<td>Poor handwriting skills, awkwardness and uncoordinated movement compared to age-peers</td>
</tr>
<tr>
<td>Sensory</td>
<td>Poor hearing or visual perception</td>
<td>Difficulty hearing and following directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Turning head to use one eye more than the other; squinting, or watery eyes</td>
</tr>
<tr>
<td>Social or Behavioural</td>
<td>Significant immaturity; highly aggressive tendencies; constant sadness or withdrawal</td>
<td>Low tolerance level; easily frustrated weak or poor self-esteem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulty working with others in small or large group settings</td>
</tr>
<tr>
<td>Communication</td>
<td>Difficulty understanding and using spoken or written language;</td>
<td>Unable to follow oral instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulty producing coherent sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant difference in expressing him/herself orally</td>
</tr>
<tr>
<td>Cognitive or Learning</td>
<td>Functioning significantly lower or higher than other students of the same grade or age;</td>
<td>Poor short term and long term memory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulty staying on task for extended periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant weakness in reading, comprehending, doing mathematical calculations and reasoning</td>
</tr>
</tbody>
</table>

11.1 REFERRAL OF STUDENTS WITH SPECIAL NEEDS

Information from careful observation, conversations with parents/guardians, consultation with the classroom teacher, Guidance Counselor, or other source should be used to support the student’s referral for further assessment.

**STEP 1**
- Notify parent/guardian, classroom teacher, special educator, Guidance Counselor, or MoE special education personnel of observed indicators
- Compile supporting documentation to create student’s file

**STEP 2**
- Convene a meeting with relevant persons (Step 1) to discuss further action
- Explain procedure and possible outcomes of the process and obtain consent from parent/guardian to proceed
- Complete MoE referral form to initiate formal referral process

---

13 Refer to ‘Guidelines for Identification and Referral: A handbook for principals and teachers: Indicators of exceptionalities for special intervention’. Ministry of Education Special Education Personnel: Education Officers; Regional Special Needs Coordinators; School-based Special Needs Coordinators
11.2 CATERING TO CHILDREN WITH SPECIAL NEEDS

As is outlined in Module 4, the guiding principles for developing Individual Intervention Plans (IIPs) must also be followed for students with special needs. Other considerations:

- During the referral/assessment waiting period, a student identified as needing special education support may still receive intervention in the Enrichment Centre.
- The Centre Manager must review the curriculum content, and select instructional strategies and assessment methods to suit the student’s learning needs.
- The intervention objectives must be specific to the identified deficiencies. Activities must be appropriate for the student’s age and skill level.
- Collaboration in creating and making modifications to the IIP is important for appropriate support for the student.
- If the student is placed in the Enrichment Programme after formal diagnosis, care is to be taken to ensure the recommended support and services are provided to guarantee the student’s best outcomes.

Key Points

1. Communicate with the MoE special education personnel for follow-up, intervention action; or multi-disciplinary team support.
2. Use the resources provided by the MoE to guide the referral process for appropriate assessment and intervention.
3. Allow student’s performance to guide modification of the IIP; or to change instructional objectives.
SUPPORTING PARENT PARTNERSHIPS

Research has shown that students whose parents are actively involved in their education; earn better grades, attend classes regularly and have improved social skills. A successful Enrichment Programme will facilitate parental involvement and opportunities for home/school partnerships.
12.1 COMMUNICATING WITH PARENTS AND ENCOURAGING PARTICIPATION

Communicating effectively with parents is a key component of any successful educational programme and it will be necessary to try different approaches for communicating effectively with parents.

Recommended Principles

**Dialogue**
- Open dialogue builds and strengthens parent partnerships
  - Provide parents with an introductory packet with the Centre Manager’s contact information; overview and expectations
  - Include necessary paperwork per MoE guidelines
  - Encourage parents to share concerns and suggestions
  - Include a schedule of formal meetings and ‘open door’ parent conference sessions

**Respectful Interaction**
- Programme staff should communicate in a respectful manner at all times
  - Minimise poor communication by encouraging mutually courteous interactions
  - Conduct discussions in a positive, helpful and edifying manner

**Parent Support**
- Parents should feel supported and comfortable accessing help
  - Organise workshops to expose parents to strategies to support improved skill development
  - Suggest ways to use strategies to help students with home assignments
  - Encourage parents to find other educational resources to supplement intervention

**Providing Updates**
- Use a variety of methods to communicate
  - Provide progress or information updates through newsletters, memos, email, text messages or other approved means
  - Establish a set schedule to provide periodic progress updates
  - Document summarised discussions, maintain a copy and share with parents for future reference
  - Organise group sensitisation sessions to increase parents’ understanding of the programme and students’ challenges
Home Support

Encourage the consistent use of a home-work schedule

- Assist parents to create a study and home-work system to maintain students’ progress at home
- Provide samples of students’ work or other examples of the students’ success
- Inform parents/guardians of disruptions or impediments to their child’s/ward’s academic progress

Key Points

1. Use the Parent Contract form to secure parent/guardian’s commitment toward the student’s improvement.
2. The Behaviour Contract or other accountability systems used with students should be reinforced at home to ensure use of common strategies for improvement.
CREATING AN ENRICHING ENVIRONMENT

The Centre Manager must be committed to fashioning and maintaining an aesthetically pleasing room that is inviting to students and is a pleasure to work in. Here are final points to remember to ensure a welcoming, comfortable and enriching learning environment.
13.1 MAINTAINING THE ROOM’S AESTHETICS

- Ensure the room is kept clean and tidy at all times
- Ensure equipment and resources are stored properly and safely to avoid damage
- Engage students’ participation in preserving the cleanliness of the environment. (Arrange clean-up groups to help)
- Maintain a current inventory of resource and materials. Store resources used infrequently in secure storage areas
- Create storage space for students’ bags or other personal belonging away from the working areas
- Avoid desk clutter by designating a space for class or home assignments to be turned in for marking
- Maintain the rules of no food or drink to ensure equipment and the surroundings are free from damage, or an attraction to rodents
- Report faulty equipment promptly to relevant persons to ensure timely maintenance or repair

13.2 COMMUNICATING WITH STUDENTS

- Be clear and direct when communicating with students
- Use language that is encouraging, motivating and inspiring
- Encourage language development by modeling appropriate communication skills

13.3 REINFORCEMENT AND MOTIVATION

- Monitor students at work by moving throughout the room and interacting positively with students
- Acknowledge students’ efforts, improvement or success
  - For example: “Justin you did such a good job in drawing that picture!” “Excellent work, Rachel! Your answers are all correct.”
- Write encouraging comments in students’ exercise books for note-worthy actions
- Post motivational quotes or affirmations around the classroom for students to read
- Use non-verbal cues to acknowledge effort (e.g. ‘High Five’, or ‘Thumbs Up’)
Create an incentive programme that rewards students’ effort, commendable performance, and general improvement and success

Incorporate a Token System in your reinforcement programme. Redeem tokens at specified timelines for the set target

Encourage students to celebrate peer accomplishment by posting students’ work around the room

Arrange occasions where students’ accomplishments and good behaviour can be recognised in general devotion exercises, class devotions, or other events

Display appropriate posters, charts and visually simulating material throughout the room to enhance its décor

Regardless of the academic level or behaviour of the student, the Centre Manager must ensure that he/ she identifies an area for praise each time the student comes to the room

**Inspiring Confidence**
- Allow students the opportunity and outlet to develop their personalities and display their talents
- Facilitate opportunities for students to reflect on lessons
- Encourage students to develop their abilities to assess their progress and contribution to classes

### 13.4 CENTRE MANAGER AND TEACHER COLLABORATION

Working in a collaborative environment gives teachers the opportunity to share best practices and receive meaningful feedback on teaching strategies, creating the basis for teacher mentorship. In-service training and common planning time present opportunities for mutual sharing of instructional strategies and methodologies.

- Share tips on intervention or general teaching strategies learned in workshops or seminars in school-based workshop, scheduled meetings, via email or other means
- Invite resource persons from the Ministry of Education or other relevant bodies to share best practices or give direction on the use of technological devices and instructional resources
- Allow the use of resources to complement instruction and enrich the learning encounters in the general classroom
13.5 CREATING A PRINT RICH ENVIRONMENT

A print rich environment allows and encourages reading, writing, speaking and listening through print and digital media.

- Decorate the Enrichment Centre with an attractive variety of print material produced by students, Centre staff, and other sources
- Ensure that the environment has an excellent balance of school-related and community-related materials (logos, labels, commercial signs e.g.) and instructional print resources (class rules, charts, class timetable, e.g.)
- Change print materials occasionally to maintain their relevance and attractiveness
- Display work created by students to motivate and encourage students to read and develop language skills
- Include recreational reading materials of varying reading levels among reading material
- Create a reading and writing corner for students
APPENDICES A TO I
Appendix A - Student Referral Form for Academic Intervention (Classroom Teacher)
Appendix B - Student Referral for Academic Intervention (Parent/Caregiver)
Appendix C - Student Self-Evaluation Form
Appendix D - Parent Partnership Form
Appendix E - Intervention Log
Appendix F - Individual Intervention Plan (IIP)
Appendix G - Weekly Behaviour Contract
Appendix H - Instructional Activity Daily Log
Appendix I - Lesson Plan
## APPENDIX A

### STUDENT REFERRAL FORM FOR ACADEMIC INTERVENTION (CLASSROOM TEACHER)

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Station</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age</th>
</tr>
</thead>
</table>

**Last Exam Score**

<table>
<thead>
<tr>
<th>(Grades 2-5)</th>
<th>(Grs. 7-9)</th>
<th>Gr. 3 Diag.</th>
<th>Gr. 4 Lit</th>
<th>Gr. 4 Math</th>
<th>GSAT</th>
</tr>
</thead>
</table>

1. Has there been any intervention? If yes, state the intervention.

2. Has formal assessment been done?

3. State Documented Disability/Findings/Other Relevant Information:

4. Recommendation from assessment:

   Most urgent need(s):
APPENDIX B

STUDENT REFERRAL FOR ACADEMIC INTERVENTION (PARENT/CAREGIVER)

Name of Student ................................................................. Date ........................................
Teacher ................................................................. Option ........................................
Has a formal assessment been done?  ☐ Yes  ☐ No

Assessment Findings/Recommendation:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Documented Disability/Other Relevant Information:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Describe Learning or Behaviour Problem: (Patterns or occurrences are observed)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Describe observed Strengths:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Describe observed weakness(es):

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
APPENDIX C

STUDENT SELF-EVALUATION FORM

I am performing at my very best.  ○ Yes  ○ No  ○ Not Yet

What do I need to change?

School-work:

Behavior:

How will I change this?

Will I need help?  ○ Yes  ○ No  ○ Unsure

Who will I ask to help me?

I will work hard to make these changes because:

The top three things I will work on first are:

Name ___________________________ Grade ............ Date ____________________
APPENDIX D

PARENT PARTNERSHIP FORM

Name of Student ........................................................................................................ Grade ............
........................................................................
Name of Parent ........................................................................................................ Date ...........................
Name of Teacher ......................................................................................................
Issue(s) of Concern:
Academic:
........................................................................................................................................
........................................................................................................................................
Behavioral:
........................................................................................................................................
........................................................................................................................................
Goals:
........................................................................................................................................
........................................................................................................................................

<table>
<thead>
<tr>
<th>Tasks</th>
<th>My Role</th>
<th>Child’s Role</th>
<th>Teacher’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise home-work</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Report that homework was given</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Discuss home-work details</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Report problems to teacher</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Monitor progress toward goals</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Check-in with parent/caregiver</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Finish work by/before due date</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Submit</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
# APPENDIX E

## INTERVENTION LOG

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

**Behavioural/Academic Concerns:**

**Goals:**

Describe tasks briefly. Check (✓) responsible individual.

- Agreed Tasks
- Teacher
- Student
- Parent
- Comments
## APPENDIX F

**INDIVIDUAL INTERVENTION PLAN (IIP)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Grade</th>
<th>Age</th>
<th>Class Teacher</th>
<th>Name</th>
<th>Name</th>
<th>Present Level of Functioning</th>
<th>General Objectives</th>
<th>Specific Objectives</th>
<th>Evaluation Method</th>
<th>Date Achieved</th>
<th>Area(s) of Strength</th>
<th>Area(s) for Improvement</th>
<th>Behavioural Observations</th>
</tr>
</thead>
</table>

---

**APPENDICES A TO I**
APPENDIX G

WEEKLY BEHAVIOUR CONTRACT

Name .................................................................................................................. Station .................
.................................................................................................................................
Grade ........................................ My Goal(s) .................................................................
Week ..............................................................................................................................

Target Behaviour
Staying on task Points (5-20)
Finishing work in given time Points (5-20)
Obeying instructions Points (5-20)

Monday ......................................................
Tuesday ......................................................
Wednesday ................................................
Thursday ......................................................
Friday ......................................................
Weekly Total .............................................

This week I did well with: ................................................................................................
This week I did better at: ................................................................................................
I will work on: ...............................................................................................................

My Signature ...............................................................................................................
Teacher’s Signature .....................................................................................................
### APPENDIX H

**INSTRUCTIONAL ACTIVITY DAILY LOG**

The purpose of this document is to summarise instructional activity for students being served in the Enrichment Room Centre. Individual documentation of instruction based on Individual Intervention Plans are to be found in student’s personal files.

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
<th>Principal</th>
<th>Today’s Attendance</th>
<th>Centre Manager</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Grade</th>
<th>Assigned Station</th>
<th>R Room</th>
<th>Literacy</th>
<th>Math</th>
</tr>
</thead>
</table>

**Activity/Instruction Covered:**

**Home-work Assigned:**

---

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Grade</th>
<th>Assigned Station</th>
<th>R Room</th>
<th>Literacy</th>
<th>Math</th>
</tr>
</thead>
</table>

**Activity/Instruction Covered:**

**Home-work Assigned:**

---

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Grade</th>
<th>Assigned Station</th>
<th>R Room</th>
<th>Literacy</th>
<th>Math</th>
</tr>
</thead>
</table>

**Activity/Instruction Covered:**

**Home-work Assigned:**

---
# APPENDIX I

## LESSON PLAN

<table>
<thead>
<tr>
<th>Subject</th>
<th>Topic</th>
<th>Level</th>
<th>Duration</th>
</tr>
</thead>
</table>

### Skill Sequence
- [ ] Introductory
- [ ] Practice/Continuation
- [ ] Review
- [ ] Final Evaluation

### Date

**Objective I**

**Objective II**

### Material

### Activities

**Evaluation (I)**

**Evaluation (II)**

**Evaluation (III)**
REFERENCES


