

## User Guide – Post EYE-TA Individual Child Action Plan

This resource is meant to be used once the Post EYE-TA class report is generated. It can be completed by you (the child’s teacher) or during a collaborative meeting with your school’s multidisciplinary team.

Modify or adjust this resource to reflect the supports that are available in your school. Note that the cells are fillable and expandable when used electronically.

See the attached sample of a completed action plan.

**Page 1 – *Information and Scores*** - This is where you will **record the information you currently have** for the child:

1. Fill in the date and the child’s name, age, and class/teacher information.
2. In the table, record the child’s Pre and Post domain scores and RTI results as found on your class reports.
3. Below each score, add any notes pertaining to that domain or RTI.
4. In the box at the bottom of the page, include information about the child that was not captured in the EYE-TA assessments or any overall observations.

**Page 2 – *Interpreting your Post-EYE-TA Results and Other Information*** - This is where you will **consider how well your plan worked and make suggestions for the Grade 1 teacher** who will work with the child next year:















5. Review the information from Page 1.
6. The first fillable row is to highlight what worked well (improvements in domain scores for example). Record what worked well and offer suggestions for the Grade 1 teacher in the cell to right.
7. In the next row, consider modifications to the action plan and identify the strategies that did not have the intended results (i.e., scores remained the same or only increased minimally). Indicate those specific action items and strategies that should be reconsidered. Offer alternate ideas for the Grade 1 teacher; this could be a simple adjustment or a whole new idea.
8. Include any notes that could be useful for the child’s next teacher.

### 1 Information and Scores







Child's name: Michael Appleton

Age: 5 yrs. 9 mos.

Class/Teacher: Rebecca Case - K-A2

Domain	Awareness of Self and Environment		Social Skills and Approaches to Learning		Cognitive Skills*		Language and Communication*		Fine Motor		Gross Motor		Responsive Tiered Instruction* (RTI)	
<b>2</b> Domain scores and RTI results														
<b>3</b> Notes	Very good!		Nice improvement!		Gains made in literacy, but still struggles with numeracy.		Some improvement. The issue is mainly with his expressive communication.		Very little improvement here; still struggles with his fine motor skills.		Already high, but very little change.		Cognitive and Language and Communication are still a concern.	

#### Score ranges:

2.50 to 3.00		high green
2.00 to 2.49		low green
1.50 to 1.99		high yellow
1.00 to 1.49		low yellow
0.50 to 0.99		high red
0.00 to 0.49		low red

#### 4 Notes

- Growth in the domains scores, some domains showing more improvement than others.
- Still in Tier 3...
- Missed some school in January due to extended illness.
- Expressing himself more now which is good. Still shy but starting to come out of his shell.

\*The RTI calculation includes the child's age as well as the domain scores (except for the Gross Motor domain). Note that each domain is weighted differently in this calculation, with Cognitive Skills and Language and Communication carrying the most weight.

## Interpreting your Post EYE-TA Results and Other Information

	<b>5 Considerations</b>	<b>Information</b>	<b>Suggestions for the Grade 1 teacher</b>
<b>6 What worked?</b>	<ul style="list-style-type: none"> <li>Which domain scores increased significantly?</li> <li>Which strategies, resources, accommodations, etc. were successful in improving these scores?</li> <li>What activities did the child enjoy?</li> </ul>	<ul style="list-style-type: none"> <li>Social Skills and Language and Communication increased.</li> <li>Small group work helped Michael feel more comfortable sharing his ideas and interacting with his peers.</li> </ul>	<ul style="list-style-type: none"> <li>Working in small-groups was helpful for both of these domains. Make sure he's with children he's comfortable with for best results.</li> <li>He really likes board games that have some competitive aspect to them. He told me he's playing them more at home too. This has helped with his social skills and oral expression.</li> <li>Having him sit closer to me helped – kept him more focussed and engaged.</li> </ul>
<b>7 What do we need to rethink?</b>	<ul style="list-style-type: none"> <li>Which domain scores didn't change very much?</li> <li>Which strategies, resources, accommodations, etc. did not have the intended effect?</li> <li>Which activities did the child not enjoy?</li> </ul>	<ul style="list-style-type: none"> <li>Cognitive Skills - Reading Buddies and word games worked to some extent.</li> <li>Still struggling with numbers.</li> <li>Fine and Gross Motor Skills showed minor growth.</li> </ul>	<ul style="list-style-type: none"> <li>Continue Reading Buddies; he had a great connection with his volunteer match, Kyle - opened up a lot to him.</li> <li>Incorporate numbers in physical activities - he really enjoys sports.</li> <li>Continue working on hand-eye coordination - he doesn't enjoy crafting very much, perhaps try STEAM challenges with scales, etc. This would help with his numbers.</li> </ul>

### **8 Notes**

- Some strategies worked, some didn't. Was hoping to see more improvement in the Post results, but happy to see some progress.
- His lengthy absence was a detriment to his progress. Lots of catching up to do when he returned. Took a while to get back into school mode too.
- Keep working with him, he'll get there! Works well and learns a lot from his peers. Team him up carefully though because he can lose focus easily with the wrong partners.
- If skills do not improve much in Grade 1, flag for further or new testing.