

Induction & Assessment

Youth Education Centre
Adelaide

Rae Sinclair

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Biography:

- ▶ Teaching in Youth Justice for over 10 years
- ▶ Masters - Special Education (Learning Difficulties) Literacy, Numeracy, Behaviour (Macquarie University & Flinders University)
- ▶ Churchill Fellow 2011- Best Practice in Literacy and Numeracy in JJ USA and Canada
- ▶ Doctor of Education (Student) (Flinders University)- Investigating the role that poor reading plays in juvenile offending.



PURPOSE OF ASSESSMENT

Tools selected to match purpose:

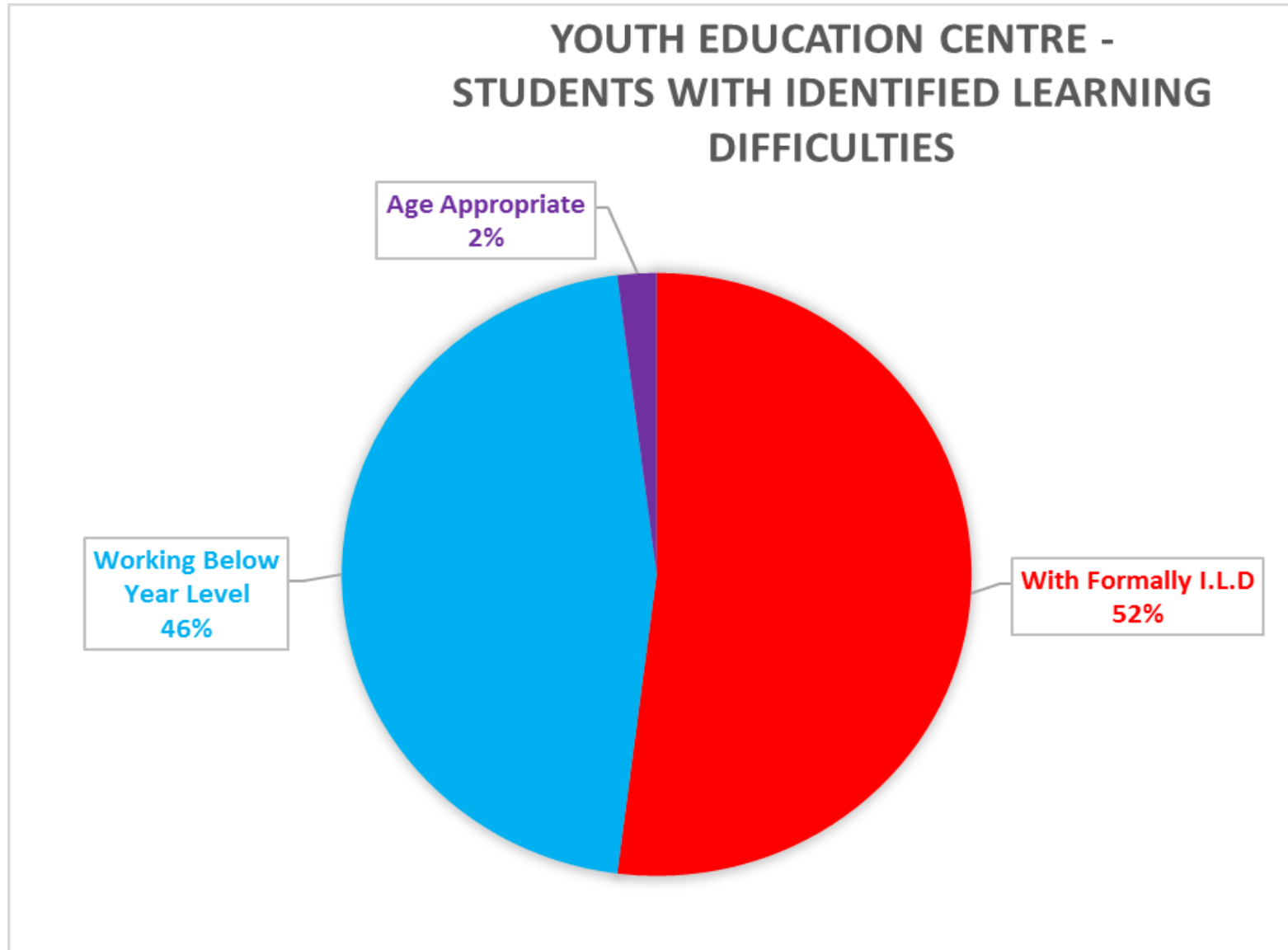
- ▶ Snap shot of the student needs
- ▶ Screening tests not complex diagnostics
- ▶ Most amount of information shortest time frame
- ▶ Progressively difficulty - need to be able to do it
- ▶ Find out what they can do
- ▶ Starting point for initial success increased engagement
- ▶ Diagnostics can be done later

WHY BOTHER?

Accurate Assessment:

- ▶ Guides teachers to provide work at appropriate level
- ▶ Maximises educational progress through accurate levelling
- ▶ Informs teachers of potential barriers to learning
- ▶ Avoids reactive responses to behaviour/contextualises likely behaviours
- ▶ Minimises risk of avoidance /poor behaviour for challenging tasks
- ▶ Ensures maximum engagement with material
- ▶ Guides classroom support
- ▶ Guides interventional activities

WHAT OUR STATISTICS SHOW:



SPEECH LANGUAGE/COMMUNICATION DIFFICULTIES

1 in 2
students
have
problems



WHAT CAN YOU FIND OUT IN 30 MINUTES?

- ▶ ADHD
- ▶ Poor Pro-social skills
- ▶ Depression /emotional issues
- ▶ Conduct problems
- ▶ Peer problems
- ▶ Readiness to learn
- ▶ Location on change cycle
- ▶ Identify triggers and avoidance behaviours
- ▶ Speech/ language/ communication difficulties
- ▶ Adjusted Reading Age
- ▶ Decoding age
- ▶ Reading fluency
- ▶ Reading Comprehension (literal, inferential, reorganizational, reaction, evaluation and vocabulary)
- ▶ Numeracy: Functional year level
- ▶ Add, subtract, multiply, divide, analogue time, money, fractions decimals and percentages, metric units and simple algebra and where on these are on continuum



Completed by: _____

Date: _____

Student Induction Form - GOLDSBOROUGH

Student Details

Surname: _____ First Name/s: _____

Date of Birth: _____ Age: _____ G.O.M: _____

Campus: Goldsbrough ☐ Flexicentre ☐

Culture

Australian Citizen: Yes <input type="checkbox"/> No <input type="checkbox"/>	Refugee: Yes <input type="checkbox"/> No <input type="checkbox"/>	Migrant: Yes <input type="checkbox"/> No <input type="checkbox"/>
Cultural Identity/ Background:		ATSI: Yes <input type="checkbox"/> No <input type="checkbox"/>
Interpreter Required: Yes <input type="checkbox"/> No <input type="checkbox"/> Occasionally <input type="checkbox"/>		
Language(s) spoken:		

Accommodation

Location:		At Risk <input type="checkbox"/>
Agencies involved:		
Comments:		

Education & Training

Last school attended _____

Last year of attendance _____ Year Level _____

Contact person at this school _____

Alternative education programmes FLO ☐ Flexi Links ☐☐ Flexi Links Referral Other:

Attendance:

Case Manager & Service _____

Case Manager & Service _____

What is your current goal or desired pathway?

Education ☐ Employment ☐ Training leading to Work ☐

In the last year, what education, training &/or employment have you participated in?

What are your future goals for education, training and/or employment?

What are your personal strengths?

Learning Areas/Subjects

Areas of Skill/Interest	Areas for Development

Have you ever been tested for or told you have specific learning needs?

Dyslexia	Dyscalculia	
Hearing	Vision	Communication
Aspergers	ADHD	Behaviour
Comments:		

Have you ever been suspended or excluded?



Comments:

Re-entry Meeting needed: YES ☐

NO ☐

School Contact:

Edu Office Contact:

SACE

Do you want to achieve any of these qualifications available at YEC?

Tyre Fitting Certificate ☐

Trade Maths ☐

White Card ☐

First Aid Certificate ☐

Learner's Permit ☐

Are you interested in any of these VET certificates available at YEC?

Automotive ☐

Horticulture ☐

Building Construction ☐

Hospitality ☐

other TAFE ☐

Pathways & Employment

Dates	Tasks Performed	Business name	Paid or Unpaid

Do you have a resume? Yes ☐ No ☐

Have you completed PLP? Yes ☐ No ☐

DECODING AGE

BURT WORD READING TEST

New Zealand Revision

Teachers Manual

Alison Gilmore, Cedric Croft, and Neil Reid

destiny	big	carry	went	journey
serious	sun	belief	boys	luncheon
ultimate	one	events	some	quickly
twisted	pot	nurse	that	atrocious
explorer	now	village	just	palpable
scramble	sad	tongue	told	subtlety
beware	girl	known	love	alienate
economy	wet	fringe	water	unique
shelves	day	theory	terror	fatigue

Burt Reading Test (81)

Name: Student

Date: 22-22

R.A. 9.2

10	to ✓	is ✓	up ✓	for ✓	big ✓
	he ✓	at ✓	one ✓	my ✓	sun ✓

10	went ✓	girl ✓	boys ✓	day ✓	some ✓
	his ✓	that ✓	of ✓	an ✓	wet ✓

10	love ✓	water ✓	no ✓	just ✓	pot ✓
	or ✓	now ✓	things ✓	told ✓	sad ✓

6	carry ✓	village -	quickly ✓	nurse acc.	beware ✓
	return ✓	scramble ✓	twisted ✓	journey -	luncheon -

7	known ✓	shelves ^{slows}	explored ✓	tongue -	projecting ✓
	terror ✓	serious ✓	belief ✓	events ✓	emergency ✓

5	refrigerator -	steadiness -	obtain ✓	overwhelmed ✓	universal ✓
	nourishment -	encyclopaedia -	commenced ✓	circumstances -	fringe ✓

4	formulate ✓	motionless ✓	^{trudging} trudging -	theory -	destiny ✓
	scarcely -	exhausted _{exhaust}	labourers ✓	urge -	atmosphere -

0	apprehend -	binocular -	domineer -	melodrama -	economy -
	ultimate -	reputation -	humanity -	excessively -	philosopher -

0	autobiography	contemptuous	terminology	mercenary	glycerine
	unique	microscopical	perpetual	efficiency	influential

0	perambulating	renown	physician	champagne	exorbitant
	hypocritical	atrocious	constitutionally	contagion	palpable

0	melancholy	eccentricity	fatigue	phlegmatic	fallacious
	alienate	poignancy	phthisis	ingratiating	subtlety

Total score 53 /110

Burt Score
Chart

20 6.4	21 6.5	22 6.6	23 6.7	24 6.8	25 6.9	26 6.10	27 6.11	28 7.0	29 7.1
30 7.2	31 7.3	32 7.4	33 7.5	34 7.6	35 7.7	36 7.8	37 7.9	38 7.10	39 7.11
40 8.0	41 8.1	42 8.2	43 8.3	44 8.4	45 8.5	46 8.6	47 8.7	48 8.8	49 8.9
50 8.10	51 8.11	52 9.0	53 9.2	54 9.3	55 9.4	56 9.5	57 9.7	58 9.8	59 9.10
60 10.0	61 10.2	62 10.3	63 10.5	64 10.6	65 10.8	66 10.9	67 10.10	68 11.0	69 11.1
70 11.3	71 11.4	72 11.6	73 11.7	74 11.9	75 11.11	76 12.1	77 12.3	78 12.5	79 12.7
80 12.9		5 x per week Assisted reading			3 x per week Assisted reading			1 x per week Assisted reading	

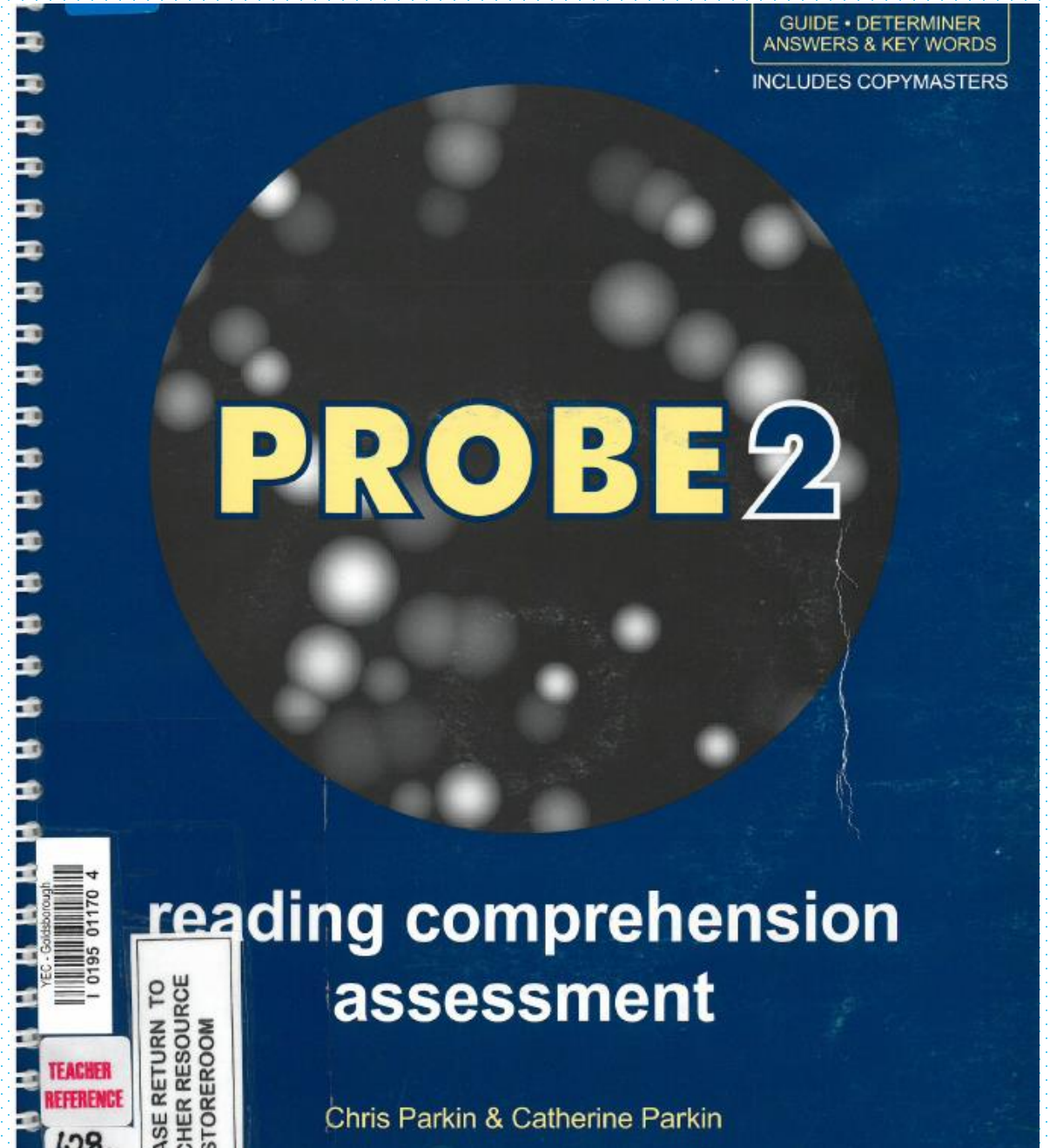
Adjusted Reading Age from: Running record, fluency & comprehension

Accuracy: (%) using a levelled text

Fluency: Number of words correct in 1 minute

Comprehension:

- taxonomy of skills increasing difficulty
- Total understanding >70%
- Isolates specific areas of difficulty
- Triangulates accuracy of reading age
- Minimises risk of faking it!



PROBE2 RECORDING SHEET

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NAME Student X AGE 15
 ASSESSOR Rae DATE 22-2-22
 OPTION (circle) 1 2 3 4

SET 9 NON-FICTION Decoding 9.0 - 10.0 CHEETAHS

STUDENTS MUST NOT READ FROM THIS SHEET

Student
 Text 22

① Big cats, great cats, large cats - all are names for the ^{largest} largest members of the cat family. Included are lions, tigers, jaguars, and leopards. Also in the family are cheetahs - big African cats; the fastest land animals in the world. Cheetahs are different to the other big cats. They ^{can} can't draw their claws back into their paws, but this is useful for extra gripping power when moving at high speeds. Unlike other large cats, cheetahs cannot growl. They make a hissing noise or a sound like a bird ^{growl} chirping. They have black marks on their faces that go from their eyes down to their mouths. The shape of the head, the very long legs, the large ^{neat} heart and ^{red} lungs and the rough foot pads all combine to make the cheetah a very fast runner. They don't live very long compared to other large cats. Many cubs don't survive into adulthood. They die from starvation, disease, or are killed by other animals. An old African story says the black marks on the cheetahs' faces are the tear stains of the mothers, crying for their lost children.

ORAL READING ANALYSIS - OPTION 1 ONLY

SELF-CORRECTIONS ACCURACY: 115 / 185 (178 = 96%) 94%

BEHAVIOURS: SPEED high low

HESITATION low high

ALL WORDS IN COUNT OMISSION low high

INSERTION low high

DEPENDENCE low high

COMMENT:

Accuracy: 94%

Fluency: 74 wcpm

Comprehension: 30%

COMPREHENSION QUESTIONS

Write down student's responses - NOT just a tick or a cross.

- LI ☒ 1. What three names are all given to the largest members of the cat family? *big cats, great cats, large*
- RO ☒ 2. What animals are in the large cat family? *lions, tigers*
- RO ☒ 3. In what ways is a cheetah different to other big cats? *they have tears*
- IN ☒ 4. Where do cheetahs live? *in the jungle*
- IN ☒ 5. What noise is made by all big cats except the cheetah? *hissing*
- VO ☒ 6. "... combine to make the cheetah ... fast ..." What does the word **combine** mean here? *join up*
- VO ☒ 7. "They can't draw their claws ..." What does the word **draw** mean here? *bring them back up*
- EV ☒ 8. Why are the black marks on a cheetah's face called 'tear stains'? *that's where the tears are*
- EV ☒ 9. What two things about the cheetah's feet help it when running at speed? *big and run fast*
- RA ☒ 10. Should cheetahs be kept in zoos? Why do you think that? *yes so then I can see them*

COMPREHENSION ANALYSIS				COMMENT:	
LI	LITERAL	1 / 1	RO	REORGANISATION	0 / 2
IN	INFERENCE	0 / 2	VO	VOCABULARY	2 / 2
EV	EVALUATION	0 / 2	RA	REACTION	0 / 1
TOTAL		3 / 10	30 %	minimum pass 70%	
NO 1/2 MARKS If 70%+ try a set up. If below 70% try a set down.				Non-fiction decision:	up <input type="checkbox"/> down <input checked="" type="checkbox"/> final <input type="checkbox"/>

ARA = 9.0
 This level instructional.
 8.5 - 9.0 independent.

COMPREHENSION SUB-SKILLS

- ***Literal:*** Locates information given directly in the text
- ***Reorganization:*** Reconstructs 2 or more literal pieces of information
- ***Vocabulary:*** Determines the meaning of unknown words by using context
- ***Evaluation:*** Gathers information and draws inferences
- ***Reaction:*** Expresses an opinion based on the information in the text.

Fluency Target Rates

Reading Age	Fluency Rates Words correct per minute
5 - 6.5	Not used
6.5 - 7.5	60-70
7.5 - 8.5	70-90
9.0 - 10.0	80-120
10.0 - 12.0	110-135
13.0 – 15.0	100-150

Possible Interventions

Poor Fluency:

- ▶ Easier texts
- ▶ Re-read texts

▶ Poor Accuracy:

- ▶ Easier texts
- ▶ Sight words
- ▶ Targeted instruction e.g. vowel combinations, blends etc.

Comprehension Interventions

Comprehension is closely related to fluency

Fluency is related to accuracy.

If comprehension is poor :

- ▶ Easier texts to improve accuracy and fluency
- ▶ Explicit teaching of sub-skills.

WHAT DOES IT MEAN?

- ▶ **Accuracy:** 94% falls in the instructional range- so a good level to read when working with assistance
- ▶ **Fluency:** 74 wcpm below the minimum range of 80-120. Indicate this text is too hard and that attention is being drawn to decoding rather than meaning.
- ▶ Could re-read with timing or give easier text
- ▶ **Comprehension:** 30%. Well below the 70 % needed to have adequate understanding of the text.
- ▶ Indicates text is too difficult. With particular difficulties around inference, reorganisation, evaluation and reaction.
- ▶ Reading age adjusted to 9.0 years and 8.5 as an independent level

Numeracy Assessment

- ▶ Progressive test starting with reception level skills
- ▶ Mapped against year level
- ▶ Sequential uses scope and sequences
- ▶ Focusses on identified priorities

Numeracy Assessment

Student Name: _____

Date: _____

Raw Score: ____/60

Year level _____

	F/1	2	3	4	5	6	7	8/9		Areas for Development
Addition	1 no. facts to10	10 carry in units	18 carry in all						/4	
	5 over 10									
Subtraction	2 sub <10	11 2d- 1d		23 4d- 3d with trading					/ 5	
	6 doubles									
	9 2d-1d									
Multiplication		12 count by 5s	19 2dx1d	29 3dx1d	31 4dx1d				/ 5	
				30 2dx2d						
Division				22 no R	32 4d÷ 2d no R				/ 3	
				24 short ÷						
Fractions					33 add unlike denom.	41 divide proper and improper.	46 - unlike		/ 5	
					38 subtract unlike denom.		51 <u>improp.+</u>			
							55 <u>x improp.</u>			
Decimals						42 + diff <u>p.v.</u>	49 x same <u>pv</u>		/5	
						45 + same <u>pl val</u>	52 ÷ by 2d			
							54 5pv÷ 3pv			
Percentage							56 percentage	58 percent	/ 2	
Algebra	7 missing addend						47 Add neg numbers	59algebra	/ 5	
							50algebra	60 algebra		
Word Problems	3 add over decade	13 count coins,5s,10s	20 multiplic ation	25 km-m	34 ratio	43 average	53 ratio		/ 13	
		15 time 1/2hour								
		16 2d-2d	21 m-cm		35 Area rectangle					
		17 2d-1d			36 perimeter					
Concepts and Communication	4 count by 1 s over decade	14 place value		26 multiples up to 10	37 least common multiple	44 equivalent decimals	57 classify triangles		/13	
	8 count backwards by1s			27 factors	39 area of triangle		48 reciprocals			
				28 L-mL	40 common factors					
									Total	

Numeracy Assessment

Name: Student X		Date: 0-0-0017		Score: 18 /60		Year Level Equivalent: 2-3			
	F/1	2	3	4	5	6	7	8/9	total
Addition	1 number pairs to 10	10 3 to 10 carry 1s		18 20+30 rename all some total >20					14
	5 more 10								3
Subtraction	2 sub <10	11 20-10, fact doubles, b'wards from odd number over decade		21 01-1d no zeros, rename all, place value					4
	4 doubles <20 9 20-1d bridging 10								15
Multiplication		12 count by 5s	19 20+1d with carrying	29 30+10 no zero carry in 1 30 20+20, trade p.e. carry x1	31 1d x1d with base in more than 1 column				3
									15
Division				22 1d +1d no R 24 2d+1d no R	32 4d+2d with R				0/3
Fractions					33 + unlike denom. vary, equivalence 38 + like unlike denom. add equiv.	41 + proper fraction by mixed sum	46 sub unlike denom 51 + proper fr. by whole number reciprocal 55 + mixed number by mixed		0
									1/6
Decimals					42 p.v., add 10 th 100 th & whole numbers	45 add decimals carry across dec. point	49 multiply zero after dec. pt 52 + by 2d 54 + 5d by 3d keep p.v.		0
							56 % total not given		1/5
Percentages							58 multiplying no total		1/2
Algebra	2 missing subtraction					47 add negative numbers 50 equiv frac. solve for unknown denom.		59 use algebraic symbol 60 use algebraic symbol	0
									1/5
Word problems	3 "more than /total" and over decade	13 total diff. count, count by 10s, 20s 16 2d-1d remaining temporal seq. Doubles <20 17 add using comparison	20 "each", temporal seq. no distractors. 10+1d	25 metric units km, m temporal seq. no distractors	34 ratio, represent ratio as fraction select operations 35 Area rectangle 1/2 decimal with same square units 36 Perimeter of rectangle	43 mult/div, with add'n & multiply "average" rounding off in 20ths	63 ratio as proportion of whole		5
									1/12
Concepts	4 "before", count 1s x10 8 count b'wards by 1s non decimal start	14 apply place value 15 analogue time, ones after,		26 "multiples" x4 facts 27 "factors" x3 facts 28 units volume L-dl	37 LCM, x4 facts 39 Area Triangle use equation 40 common factors: all facts	44 convert decimals to fractions, convert word fractions to numerals	57 classify triangles by angles 48 reciprocal of whole numbers		3
									1/13

Areas for Development.

• addition with carrying

• subtraction with tracing.

• 2 digits x 1 digit

• 2 digits x 2 digits

• metric units.

• analogue time

Goodman's Strengths and Difficulties

- ▶ Pro-social Behaviour
- ▶ Hyperactivity
- ▶ Emotional Symptoms
- ▶ Conduct Problems
- ▶ Peer Problems

Strengths and Difficulties Questionnaire	Not True	Somewhat True	Certainly True
1. I try to be nice to other people. I care about their feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am restless, I cannot stay still for long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I get a lot of headaches, stomach-aches or sickness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I usually share with others, e.g. CDs, games, food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I get very angry and often lose my temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I would rather be alone than with people my own age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I usually do as I am told	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I worry a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am helpful if someone is hurt, upset or feeling ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am constantly squirming or fidgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I have one good friend or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I fight a lot. I can make other people do what I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am often unhappy, depressed or tearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Other people my age generally like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am easily distracted, I find it difficult to concentrate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am nervous in new situations. I easily lose confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am kind to younger children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am often accused of lying or cheating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Other children or young people pick on me or bully me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I often volunteer to help others (parents, teachers, children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I think before I do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I take things that are not mine from home, school or elsewhere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I get along better with adults than with people my own age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I have many fears, I am easily scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I finish the work I am doing. My attention is good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wellbeing: Strengths & Difficulties

- ▶ Average population 90-95% in average range
- ▶ CAMHS referrals
- ▶ SACE provisions
- ▶ Good topic starter
- ▶ Available online

Speech & Communication Screening

Communication Screen			
Understanding spoken language			
Does the young person:	Yes	No	Don't know
Have difficulty remembering things people say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulty following spoken instructions or only follow part of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulty understanding the meaning of words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking			
Does the young person:	Yes	No	Don't know
Have difficulty thinking of the words he wants to say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overuse basic vocabulary or use few complicated words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulty explaining things and telling stories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mispronounce words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social skills			
Does the young person:	Yes	No	Don't know
Find it hard to get along with other young people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid or struggle to work in a group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets frustrated or upset for no obvious reason?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulty negotiating with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional information			
Does the young person:	Yes	No	Don't know
Have literacy difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a family history of speech, language, communication or literacy difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total 'yes' <input type="checkbox"/> + Total 'don't know' <input type="checkbox"/> = Total Score <input type="checkbox"/>			
If the total score is <input type="text" value="7"/> or more, refer to.....			
ATSI Student: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Days of the Week - <input type="checkbox"/>		Months of the Year - <input type="checkbox"/>	

Engagement

Student Voice Matrix					
STUDENT ENGAGEMENT	I DON'T DO THIS BEHAVIOUR	I DO THIS BEHAVIOUR BUT I DON'T SEE IT AS A PROBLEM	THIS IS A PROBLEM FOR ME BUT I DON'T WANT TO DO ANYTHING TO FIX IT	I AM THINKING OF MAKING CHANGES TO FIX THIS PROBLEM	I AM DOING THINGS TO FIX THIS PROBLEM
REFUSING TO ATTEND SCHOOL AND/OR CLASSES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AVOIDING WORK IN LESSONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOT TRYING NEW SCHOOL WORK IF IT LOOKS HARD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOT FOLLOWING INSTRUCTIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFUSING TO DO WORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT INTERACTIONS	I DON'T DO THIS BEHAVIOUR	I DO THIS BEHAVIOUR BUT I DON'T SEE IT AS A PROBLEM	THIS IS A PROBLEM FOR ME BUT I DON'T WANT TO DO ANYTHING TO FIX IT	I AM THINKING OF MAKING CHANGES TO FIX THIS PROBLEM	I AM DOING THINGS TO FIX THIS PROBLEM
ANGER AND AGGRESSION TOWARDS TEACHERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ANGER AND AGGRESSION TOWARDS PEERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFUSING SUPPORT FROM OTHERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXCLUDING MYSELF FROM OTHERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAKING NEGATIVE COMMENTS TOWARDS OTHERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGAGEMENT COMMENTS:			INTERACTION COMMENTS:		

Student Engagement Matrix

Engagement Stage	Teaching Focus	Placement
Pre-contemplative: Sees no problem but others disapprove	Providing engagement through successful activities in class	General groups
Contemplative: Weighing up the pros and cons	Extending the student in areas that enhance engagement	Transition
Active Change: Putting decisions into practice	Supporting student to focus on specialist areas	Specialist groups
Maintenance: Actively maintaining change	Reflects pathway choices	Specialist group/section 40
Relapse: Returns to previous pattern of behaviour	Assess level of relapse	Place according to assessment

CHANGE CYCLE

Stage #1 Pre-Contemplation

- ▶ Unaware of problems associated with behavior. Certain that the positives of the behavior out- weigh the negative. Not interested in change. Unwilling to change. No intention to change.
Unaware Resistant

Stage#2 Contemplation

- ▶ Becomes aware of problems associated with behavior. Ambivalent regarding positives and negatives. Explores the potential to change. Desires to change behavior but lacks confidence and commitment. Intends to change before 6 months. **Awareness Openness Decision**
- ▶ This is an event, not a stage. Concludes that the negatives of the behavior out-weigh the positives and chooses to change behavior. **Commitment**

Stage #3 Preparation

- ▶ Accepts responsibility to change behavior. Evaluates and selects techniques for behavior. Develops a plan. Builds confidence and commitment. Intends to change within one month.

Stage #4 Action

- Engages in self-directed behavior change effort. Gains new insights and develops new skills. Consciously chooses new behavior. Learns to overcome the tendencies for unwanted behavior. Active in action stage for less than six months.

Enthusiasm Momentum

Stage #5 Maintenance

- Masters the ability to sustain new behavior with minimum effort. Establishes desired new behavior patterns and self-control. Remains alert to high-risk situations. Focus is on lapse prevention. Has changed behavior for six months.

Perseverance Consolidation

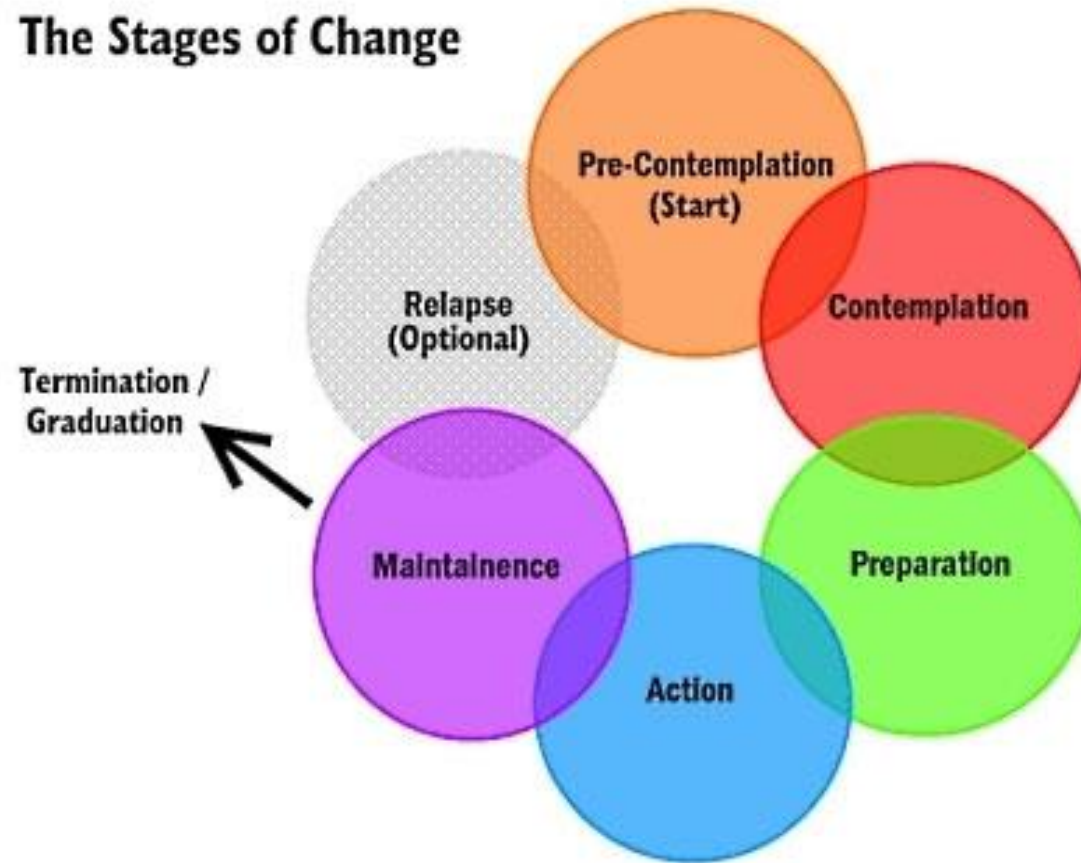
Lapse or Relapse

- This is an event, not a stage. May occur at any time. Personal distress or social pressures are allowed to interrupt the behavior change process. Temporary loss of progress which resumes at an earlier stage. Experience is educational to help prevent further recurrence. **Danger Opportunity**

Stage #6 Termination

- Adopts new self-image consistent with desired behavior and lifestyle. Does not react to temptation in any situation. Expresses confidence and enjoys self-control. Appreciates healthier and happier life.

The Stages of Change



YEC Student Learning Plan



Youth Education Centre Learning Plan

Student name: **** **	School: **** Primary FLO: Yes	Date: 4/3/15	Remand: CR: EO:
Date of Birth: 2*/6/9*	Contact Person: Kym /Amy Provider: White Lion	Learning Plan developed with: Rae and Matthew	
GOM: NO			
Literacy Data			
Reading Age: 10.0 PROBE Passage: <i>Blue Whale</i> (for Reading Age: 9.5 -10.5)	Accuracy: 98% (Accuracy required is above 90%) Fluency: 96wcpm (Within target of 100-150 words correct per minute) Comprehension: 70% (70% or greater is required for adequate comprehension)		
Comment: **** is almost an independent reader. He is an accurate and fluent reader at this level with adequate comprehension. Strategies to support progress include reading levelled texts at both instructional (with assistance) and independent levels and specific instruction around comprehension sub-skills, particularly inferential skills.			
Learning improvement goals: Reading and Comprehension at an independent level.		Learning outcomes: **** will read levelled texts with: 90% accuracy or greater, adequate fluency and prosody with comprehension at or above 70%	
Focus Area:	Specific Learning Outcome:	Intervention, curriculum adaptations, teaching strategies, resources personnel:	Monitoring and evaluation strategies:
Comprehension:	Maintains accuracy to 90%-95%	<ul style="list-style-type: none"> Continue to read leveled readers Reading Box Yellow: Mauve Reading Box Blue: Sunset Reading Box Red: Orange Reading Box Green: Mist Activities designed to enhance comprehension sub-skills 	<ul style="list-style-type: none"> Formative and summative tasks in class Progression through reading box levels
	Maintains fluency to greater than 100 words correct per minute		
	Maintains comprehension of levelled texts at 70% or greater		
<ul style="list-style-type: none"> Inference /Reorganization Vocabulary 	<ul style="list-style-type: none"> Locates information that is implied (but not given) and identifies disconnected clues that may need to be reassembled Deduces the meaning of unknown words by using context 		

Numeracy Data			
Score: 20 /60 Year Level Equivalent: 3			
Comment: *** has minimal numeracy skills. He is able to: Count coins to 1 dollar, counts by 2s, 5s, 10s, and 20s, read analogue time (hour and 1/2 hour), add and subtract using fingers, add without carrying.			
Learning improvement goals: Improve basic numeracy skills with a view to support life skills		Learning outcomes: *** will be able to add and subtract 2 digit numbers, using a variety of strategies such as bridging 10, using doubles and number facts to 10 and 20, multiply 2 digits by 1 digit then by 2 digits by 2 digits, select and use the appropriate operation to solve simple word problems use and convert between units of metric measurement.	
Area for development	Specific Learning Outcomes:	Intervention, curriculum adaptations, teaching strategies, resources personnel	Monitoring and evaluation strategies:
<ul style="list-style-type: none"> Number facts to 20 Addition without carrying Addition with carrying Subtraction without trading Subtraction with trading Multiplication 	<ul style="list-style-type: none"> Consistent recall of basic number facts Add 2digit to 2 digits with carrying in the units then tens columns 2digit subtract 1 digit, 2 digit subtract 2 digits no trading 2digits subtract 1 digit, 2 digit subtract 2 digits with trading Multiply 2 digits by 1digit then 2 digits by 2 digits 	<ul style="list-style-type: none"> 1:1 support when possible Super Math's worksheets and computer program YEC modules 	Reliably add subtract multiply and use and convert metric units of measurement with 80% accuracy on at least 3 occasions.

Background Information: Previously attended the FLO program at **** but now lives with his grandfather at **** Gardens. Attends White Lion programs but has not had any significant contact with school for some time.
Strengths and Challenges/Interests /Student Engagement: **** indicated that his strengths are in art, science and PE and recognises that he needs to develop his numeracy skills.
SDQ: Screening survey – all categories in the average range.
Using the student engagement survey, *** indicated that he does not engage in negative behaviours that have the potential to disrupt his schooling.
Interagency involvement:
Student's comments: *** would like to follow training options that will assist him to get into work within the mining industry.