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| --- | --- | --- | --- |
| Name | Jane Doe | | |
| **Task** | Describe the task, its location / situation eg.  *Producing extended written output in Literacy / Language lessons. Requires planning and organizing ideas for written content.* | | |
| **Teacher view: What makes it difficult for the student to complete this task?** | Describe the observed barriers and issues that affect carrying out this task.  *Can verbally suggest ideas but struggles to put them into an organized grouping and can lose track of the sentence she is attempting to write. Becomes frustrated because of the time it takes to produce even a short piece of writing*.*She is fine seated at a normal desk and chair.* | | |
| **Pupil View: What do they think about the task** | Record pupil thoughts and views; e.g. Jane says,  *“I get cross with myself when I can’t get my ideas down on paper fast enough. I know the teachers are helping as much as they can. I feel there must be a better way for me to write quicker. I like the computer but typing is still slow.”* | | |
| **Current resources, strategies** | Describe resources for task  *Some prompt sheets with key vocabulary words and planning outlines are provided by the teacher. Dictionary provided, although finding the word needed can take time. A writing slope was provided at Primary school but this is too large to carry around the classes. She also feels it makes her ‘stand out’.* | | |
| **Current support (adults, peers, prompts)** | What support is given to the student for the task.  *General prompts from the teacher as the task progresses. Relies on cues and ideas from peers. A scribe has been tried but this makes her self-conscious and can disturb peers.* | | |
| **Are these strategies / resources appropriate for the student** | **Age** | **Abilities** | **Task & Curriculum** |
| *Age 13. Needs / wants to be as independent as possible with written tasks. Feels self conscious.* | *Verbal capability to express thoughts and ideas is better than physical writing* | *Length of written pieces is increasing. With current strategies not* |
| **Has any Technology been tried? If so describe any success or issues.** | *There is a computer or more than one in classrooms. Most of them are situated to the side or back of the room. Office software with spelling and grammar check and Word Processing has been tried. She prefers typing to handwriting. There is some loss of concentration due to keyboard familiarity and a slight tremor in her dominant writing hand she uses for typing. The position of the computers in the room separates her a little from her peers. She also has her back to the teacher / whiteboard in those classrooms where the computers are at the back of the room. There are some tablet devices available for most classes to use.* | | |

A form for recording multiple tasks can also be used to identify possible patterns of need or use across key areas. The following table is adapted from ASNAT 2009:

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| --- | --- | --- | --- | --- |
|  |  | Are these strategies / resources appropriate for the student’s | | |
| Task | List the current strategies needed to complete task (extra time, different materials, scribe etc) | age | abilities | curriculum |
| Physical handwriting |  |  |  |  |
| Reading |  |  |  |  |
| Controlling environment |  |  |  |  |
| Notes |  | | | |