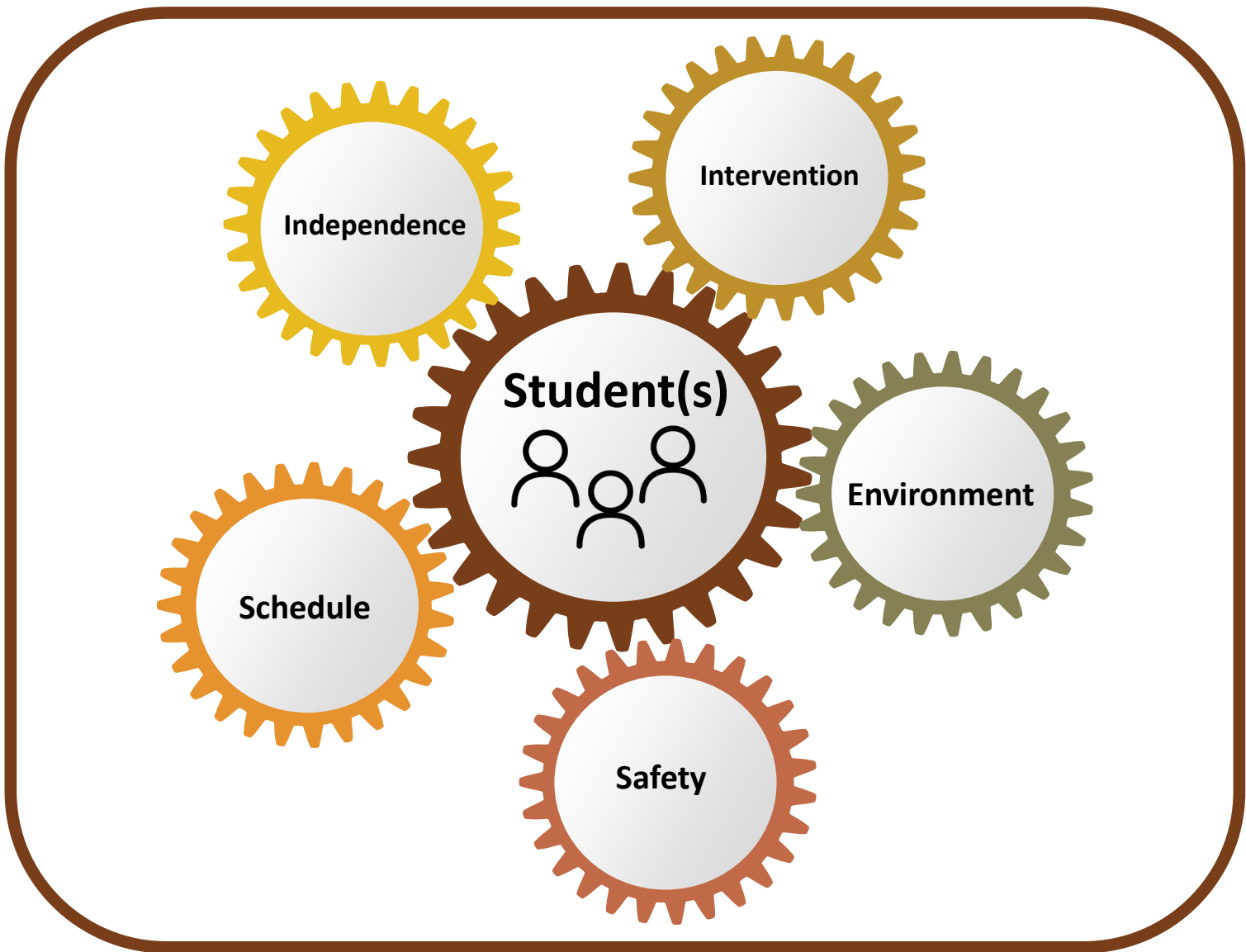


# Universal Planning Guide for Personalized Learning Pathways

Personalizing pathways for an individual student is a complex process involving a number of factors. School teams work to understand how the different factors intersect when creating an educational program for the student. No two students will have an identical set of interventions or supports. This guiding document is intended as a tool to assist SBTs in considering the key areas for support when planning for a complex student's needs.



**How much support is required for the student to be as independent as possible?**

*The level of support they receive may be different depending on the environment, task or even time of day or day of the week.*

*Consider who is providing this support. It might be a classroom teacher, IST, EA or CYFSW.*

*There may be a partnership with a peer or student leader that would allow this student to be independent with the task.*



**How much capacity and stamina does the learner have to engage with learning?**

*Multiple factors may make a difference (e.g. length of task, time of day or environmental considerations).*

*Ensure there is a plan for data collection that will help the team to be strategic and intentional.*



**Does this student have lagging skills requiring support or intervention?**

*Consider the frequency, intensity and duration of the interventions required.*

*Ensure both universal and targeted supports are implemented.*



**Which locations provide the most support for this learner?**

*Consider which environments are most supportive over the course of a day or week. This need may differ for different tasks.*

*Consider the specific learning goals for each space – how will the team ensure their time in these places is meaningful?*

*Consider other students:  
- those sharing in the learning activity and/or  
- the potential impact of other students also in this location.*



**What is the frequency, intensity and severity of the defensive or risk behaviours for this student?**

*Review/develop the appropriate supportive plans for this learner (e.g. RSP, ESP, Integration Plan, Escalation/De-escalation Protocol).*

*Ensure these personalized strategies are reflected in IEPs and Learning Plans.*

*Ensure all the adults involved know their role in responding to challenging moments.*