

Twice-Exceptional Collaboration Grid

Student	Grade 5
Pathways Needs/Programming	Math
Special Ed Needs	Autistic
Other Needs (social, emotional, behavior, ADD, etc.)	
Staff Contributing to Grid	Pathways Specialist, Special Ed Teacher, Classroom Teacher, Director of Special Ed, Autism Specialist

Responsible Parties	Pathways	Special Ed	Subject Teacher	Other
1) Assessments	Math Grade 6 mid-year & end of year		Pre-tests on units	
2) Strengths & concerns	Already knows 6 th grade concepts & computation skills; not as strong at problem solving; resists multiple methods	If problem solving skills don't develop, may not continue to need advanced programming; parents should be made aware of this	May become frustrated with problem solving activities, or with trying other methods	
3) Placement/Programming Decisions/Options	Accelerate to Grade 6 non-AIM class	Autism, full time aide	Move from Wallis 5 to Schmidt 6	
4) Progress reviews & procedures	Progress reviews at 2 weeks, 4 weeks, 3 months, 6 months			Reconvene to discuss programming options if not successful
5) Communication with parents	Barb will complete PW Action doc and meet with parents	May attend parent meeting		
6) Communication with staff	Barb and Tammy will talk with new teacher	Tammy will set up support procedures with new teacher		
7) Communication with student's peers		Tammy will speak to the new math class – "sensitivity"		
8) Transition activities	Barb will talk with student, get together with buddy, take to meet teacher	Aide will participate in transition activities	Select a buddy	
9) Locate resources	None needed			
10) Provide instruction	Barb will work with student on any gaps discovered by the teacher		Regular math instruction; modify assignments if needed	
11) Social support				
12) Emotional support		Remove to special ed room if there are behavior problems		

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2) Strengths & concerns				
3) Placement/Programming Decisions/Options				
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