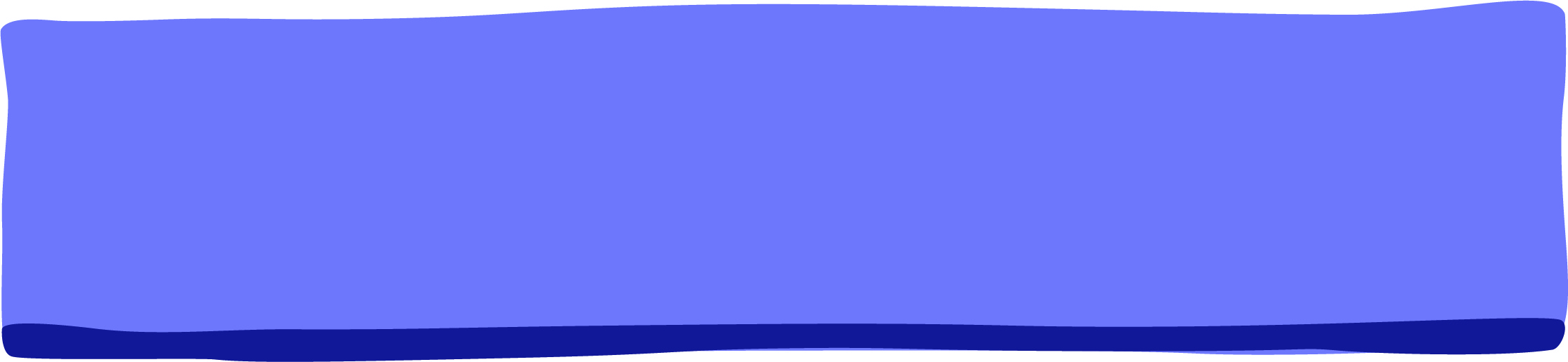
Individual Planning

Tools for Including Learners with Intensive Support Needs

When planning the education program for students who have intensive support needs, teachers may need assistance to design instructional supports that will result in the student’s meaningful participation in the classroom and school community. These supports are intended to promote:

* Access to general education curriculum
* Strategies for positive peer interactions
* Instructional adaptations to promote learning within classroom instruction and engagement in classroom activities with peers
* A guide to deliver specialized instruction on IEP goals across various classes and instructional content areas
* Support for team collaboration and ongoing student planning
* Home-school communication and family partnership in the education process
* Collaboration among the school team
* Supports for team members to deliver special education and related services

IEP/Curriculum Planning Matrix

This form allows a student’s team to create a guide for where and when a student’s IEP goals will be addressed across classroom activities and settings during a student’s typical day.

**INSTRUCTIONS:**

1. List the student’s IEP objectives in the left-hand column.
2. Across the top row of boxes, list the separate activities or periods of the regular school day, including: arrival, lunch, recess or breaks, core and elective classes, academic interventions, or any other parts of the school routine. These periods do not need to be in exact chronological order, as some activities may change from day to day.
3. As a team, look at the first IEP objective. Going across the row, decide in which activity, activities, or period(s) the objective could be addressed. Under those headings, indicate that the student’s IEP objective will be addressed then by putting an **X** in the box or shading the box. Continue for each of the objectives until finished. This will provide you with a picture of all the times throughout the day when the objective could be addressed.
4. OPTION: In the bottom row or in the box where an IEP objective is indicated, the group may decide if the student will need assistance other than what the classroom teacher can provide.

In the lower half of the box, one of the following codes may be used:

**P** – peer **A** – second adult **N** – no assistance

## NOTE: The table will expand as you enter more rows

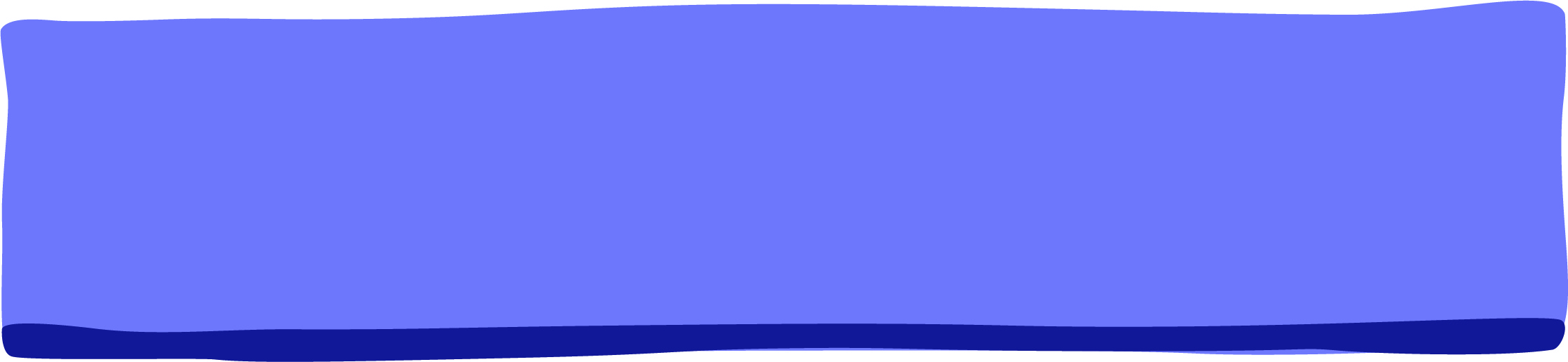
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**IEP/Curriculum Planning Matrix**

# Learner’s Name:       Grade:       Date: Click or tap to enter a date. School:

# 

| **Schedule and/or Environments:** IEP Objectives: | **Arrival** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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**Planning for Learner Participation in School Routines**

The following forms are used to clarify the behavioral expectations for participating in various school routines.

***Participation in Instructional Routines:***

* Column 1: The general education classroom teacher(s) select or identify the most common classroom learning activities that occur on a regular basis.
* Column 2: The general education classroom teacher(s) describes the expected behaviors that all members of the class are expected to demonstrate and represents their engagement in the lesson.
* Column 3: The team defines the expectations for the learner’s participation, which may be the same or different than the rest of the class. The team considers the learner’s current communication and physical skills, response to sensory stimulation, learning goals, and how that learner will demonstrate “engagement” in the lesson.
* Column 4: The team identifies the supports needed in order for the student to participate as described. These may be supports provided by the teacher, a special educator, a para-educator, or peer. These supports can also be translated into a “support and fade” plan if a para-educator is providing support.

***Participation in Daily Routines:***

The process for determining participation in daily routines that occur across the day is the same as above. While the team will want to plan participation for instructional routines for all learners in the “MAPs 2” process, the choice to plan for daily routines will depend on whether or not the team determines that this is needed because participation may be different, and extra supports are needed. For column 1, the team identifies which daily routines are important to discuss; there is no need to plan for activities in which the student will participate like everyone else without any additional supports

***Participation in Communication and Social Routines:***

For learners who have limited verbal communication and use alternative or augmentative communication systems, the team will want to plan participation in social interactions with adults and with peers. The process is the same as above.

****

**Participation in INSTRUCTIONAL Routines**

Learner’s Name:       Grade:       Date: Click or tap to enter a date. School:

| 1. **Instructional Routines** | 1. **Behavioral Expectations for ALL students** | 1. **Individual Student Expectations** | 1. **Adult and Peer Supports** |
| --- | --- | --- | --- |
| **The teacher is talking/lecturing** |  |  |  |
| **The class is engaged in discussion** |  |  |  |
| **Students are working in cooperative group or pairs** |  |  |  |
| **The teacher is guiding small groups** |  |  |  |
| **Learners are working independently** |  |  |  |
| **Class members are making presentations** |  |  |  |
|  |  |  |  |

*Adapted with permission of Michael McSheehan and the University of New Hampshire Institute on Disability*

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**Participation in DAILY Routines**

Learner’s Name:       Grade:       Date: Click or tap to enter a date. School:

| 1. **Daily Routines** | 1. **Behavioral Expectations for ALL students** | 1. **Individual Student Expectations** | 1. **Adult and Peer Supports** |
| --- | --- | --- | --- |
| **Arrival & Dismissal** |  |  |  |
| **Homeroom /**  **Morning routine** |  |  |  |
| **Lunch** |  |  |  |
| **Recess / Breaks** |  |  |  |
| **Navigating hallway and locker** |  |  |  |
| **Attending assembly or whole-school functions** |  |  |  |
| **Using bathrooms** |  |  |  |
|  |  |  |  |

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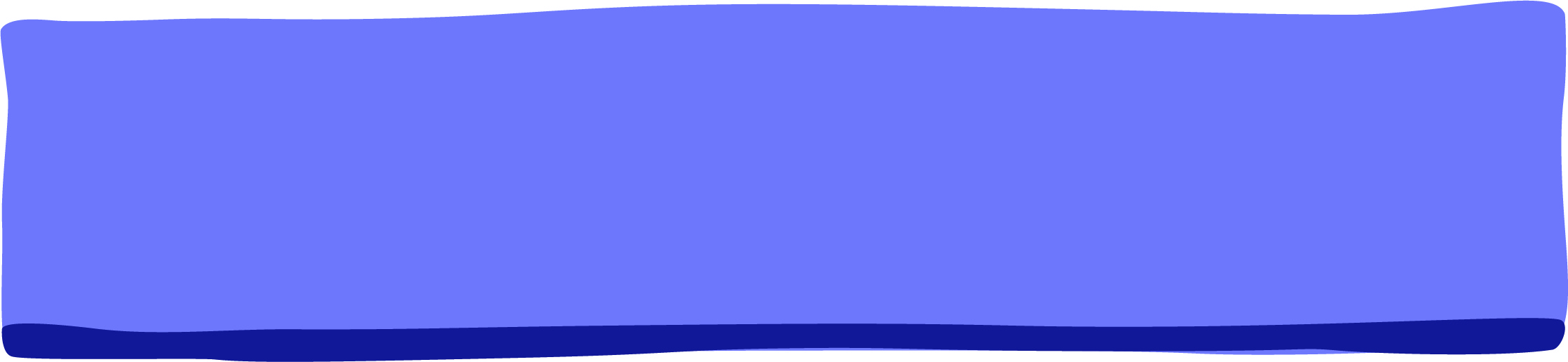
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**Participation in COMMUNICATION & SOCIAL INTERACTION Routines**

Learner’s Name:       Grade:       Date: Click or tap to enter a date. School:

| 1. **Communication & Social Routines** | 1. **Behavioral Expectations for ALL students** | 1. **Individual Student Expectations** | 1. **Adult and Peer Supports** |
| --- | --- | --- | --- |
| **Class arrival** |  |  |  |
| **Working in cooperative groups** |  |  |  |
| **Answering class questions** |  |  |  |
| **Eating lunch** |  |  |  |
| **Asking for assistance** |  |  |  |
| **Social conversation** |  |  |  |
| **Playing games** |  |  |  |
|  |  |  |  |

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**Action Plan**

Learner’s Name:       Grade:       Date: Click or tap to enter a date. School:

*Select, delete, or add the types of support needed, based on the information from MAPs 1, the IEP, and current staffing and scheduling patterns.*

| **Type of Support** | **ACTIONS** | **By whom** | **By when** |
| --- | --- | --- | --- |
| **Collaborative teaming (When and How)** |  |  |  |
| **Family - school communication** |  |  |  |
| **Specially Designed instruction** |  |  |  |
| **Modified materials** |  |  |  |
| **Related services (delivery & infusion into routines)** |  |  |  |
| **Equipment and assistive technology** |  |  |  |
| **Physical and Environmental Arrangements** |  |  |  |
| **Communication device/system and instruction** |  |  |  |
| **Progress monitoring** |  |  |  |
| **Personal care** |  |  |  |
| **Behavior Support** |  |  |  |
| **Safety (including evacuation plans)** |  |  |  |
| **Peer Understanding & Engagement** |  |  |  |
| **Professional Development for Staff** |  |  |  |
| **Other:** |  |  |  |
| **Other** |  |  |  |