Individual Student Planning

Tools for Including Students 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 provide:

* Access to general education curriculum
* Strategies for positive peer interactions and understanding of the student’s abilities
* Instructional adaptations to promote learning within classroom instruction and opportunities to participate 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
* Plans that promote home-school communication and family partnership in the education process

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

**IEP/Curriculum Planning Matrix**

# Student’s Name:       Grade:       Date: School:

# 

| **Schedule and/or Environments:** IEP Objectives: | **Arrival** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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Planning for Individual Student Participation

**Planning Worksheet for CLASSROOM Participation**

**Student: Grade: Date: School:**

| **WHEN:** | 1. **Behavioral Expectations for ALL students** | 1. **Individual Student Expectations** | 1. **Student Communication: HOW and WHAT** | 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** |  |  |  |  |
| **Students are working independently** |  |  |  |  |
| **Students are making presentations** |  |  |  |  |
|  |  |  |  |  |

*Adapted with permission of Michael McSheehan and the University of New Hampshire Institute on Disability, 2002.*

# C:\Users\carol\MCIE\Administration - Documents\Business Development\Design\Logos 2020\MCIE Logo - no text.pngPlanning Worksheet for DAILY ROUTINES

**Student: Grade: Date: School:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WHEN:** | 1. **Behavioral Expectations for ALL students** | 1. **Individual Student Expectations** | 1. **Student Communication: HOW and WHAT** | 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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# C:\Users\carol\MCIE\Administration - Documents\Business Development\Design\Logos 2020\MCIE Logo - no text.pngPlanning Worksheet for Promoting Positive SOCIAL INTERACTIONS

**Student: Grade: Date: School:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WHEN:** | 1. **Behavioral Expectations for ALL students** | 1. **Individual Student Expectations** | 1. **Student Communication: HOW and WHAT** | 1. **Adult and Peer Supports** |
| **Students arrive in classes** |  |  |  |  |
| **Students are working in cooperative groups** |  |  |  |  |
| **The teacher is calling for answers to questions** |  |  |  |  |
| **Students are eating lunch together** |  |  |  |  |
| **Students need assistance** |  |  |  |  |
| **Students are having social conversation** |  |  |  |  |
| **Students are playing games** |  |  |  |  |

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**Educator Action Plan**

**Action Plan to Implement Individual Student Services**

**Student: Grade: Date: School:**

| **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)** |  |  |  |
| **Disability Acceptance** |  |  |  |
| **Professional Development for Staff** |  |  |  |
| **Other:** |  |  |  |
| **Other** |  |  |  |