

Plan Forms and Format for use by PSA Participants

Goals for Aram

IEP Goals for Aram:

1. Acquire independence in tasks of daily living
2. Participate in general education curriculum
3. Improve eye/hand coordination
4. Strengthen left side

1st Grade Classroom Adaptations for Aram (based on his IEP)

1. Outline handouts for coloring or cutting with 1/4" marker. Provide hand-over-hand guidance when Aram starts to cut, but reduce guidance as he acquires proficiency.
2. Present materials to Aram to the right of his visual field (because of a left-field deficit approximately 45 degrees from midline).
3. Whenever manipulative objects are used in class, direct A to grasp objects and provide hand-over-hand guidance as necessary for him to grasp objects to strengthen his thumb and index finger grasping. As proficiency increases, reduce guidance.
4. Offer bead stringing as an optional activity when A has completed assigned tasks, or during class times when he is unable to participate in typical instructional activities. The purpose is to practice patterning and to improve visual/motor activities. Encourage independence by using a plastic straw supported with clay on the table. Guide him to use self-talk about the patterns (as directed).
5. A's ability to write is limited, so while the rest of his class writes sight words, he writes only one or two words then changes to the use of letter stamps to put words on paper.
6. Computer adaptations: use enlarged numbers and letters on keyboard and screen
7. When other students are writing, paraeducator or teacher takes dictation from A, or assists with the use of a tape recorder to record his story / ideas. As his keyboarding skill increases, replace dictation and tape recording with keyboard his ideas.
8. Provide physical prompts paired with verbal prompts. Then, fade the physical prompts and use only verbal prompts when A uses the bathroom, or is dressing to go outdoors to encourage his independence in removing and replacing his elastic waist clothing.
9. Use verbal prompts to remind A to keep his left hand on the tabletop or to use both hands when carrying objects. Remind him to self-monitor and use self-talk.
10. Whenever other students are working on activities on the floor, put A in a prone position on hands and knees and ask him to pick up or manipulate objects with his right hand. This encourages him to put weight on his left side and build strength on that side. Make a game of it, involve other children, to avoid the appearance of A being different.

Aram's Daily Communication Sheet

Date: _____

Goal # (s)	Adaptation # / used for _____	* Level of Independence	* Prompts Provided
1, 2, 3	1. <i>outlining / reading worksheet – cut and paste</i>	<i>mod</i>	<i>PP</i>
2, 3	6. & 7. <i>keyboarding during writing time</i>	<i>min</i>	<i>PP</i>
4	10. <i>lying on carpet – during storytime- Aram signaled answers to teacher questions with his right hand</i>	<i>max</i>	<i>VP</i>
	Anecdotal Comments: <i>This is a real step forward for Aram – he really did more of the cutting than ever before... Keyboarding required significant physical prompting – probably close to 95% but not quite 100%</i>		

* Key

Dep. = Dependent (100% paraeducator)

Min.= Minimum independence (75% paraeducator, 25% Aram)

Mod. = Moderate independence (50% paraeducator, 50% Aram)

Max. = Maximum independence (25% paraeducator, 75% Aram)

Indep. =Independent (100% Aram)

VP = Verbal Prompt

PP =Physical Prompt

Lesson Plan for Application of Modifications and Adaptations for

Student: Sean Classes: English, Math, Social Studies, Science

IEP Goal: Sean will become more independent at academic tasks by employing / applying learning strategies

Learning Weakness: Strategy deficient **Learning Strength:** visual processing

Short term objectives for core academic classes:

- 1) S uses RAP strategy to paraphrase information from the text
- 2) S uses 2-column note-taking strategy for note taking during lectures
- 3) S uses QARs for finding answers in written materials
- 4) S uses TOWER strategy for theme / essay writing
- 5) S uses STOP strategy to self-monitor his understanding of directions

Special Materials:

- 1) Cue cards for all strategies previously taught in special education class

Paraeducator Tasks:

- 1) give verbal prompt if S needs to employ a strategy but has failed to do so spontaneously
- 2) if he is unable to determine which strategy to use, provide all cue cards to remind him of choices, ask him to select appropriate strategy, note # of prompts necessary
- 3) assist S in using strategies as necessary, note inappropriate use of strategy
- 4) ask S to repeat the directions to you for assigned tasks

Documentation Key:

Strategy Used (RAP, 2-CN, QAR, TOWER, STOP)

SAS = Selected Appropriate Strategy

AUS = Appropriate Use of Strategy

IUS = Inappropriate Use of Strategy

/I = Independent

/P = # Prompts

Date ► Class ▼	1/3	1/4	1/5	1/6	1/7	1/11	1/12	1/13	1/14	1/15
Eng										
Math										
SS										
Sci										

Ashley's Pullout Activity Plan

Timeframe: _____

Goal: To understand that she can choose among activities but that once she makes a choice he has to stick with it for a period of time.

Sequence of Activity:

1. A. makes a choice from the choice book
2. A. selects the materials she needs for that choice from the shelf
3. A. sticks with the choice she made for 10 minutes
4. A. stops the activity when the timer rings

Time Period(s): frequently throughout every day-whenver an oportune moment arises

Location: Vary location daily
(sped, library, comp. lab, 5th gr clsrn)

Activity Choices:

1. states puzzle
2. simple machines activity box (ramps, levers, pulleys)
3. alphabet cards
4. name game
5. hoices that other 5th grade students make

Friends' Goals:

1. cue A to make choices, get materials
2. redirect A when she gets off task
3. cue A to stop when bell rings

	Choice #	Gets Materials	Attends	Stops
M				
T				
W				
R				
F				

Coding:
Enter choice #, level of assistance required for making choice, getting materials, attending and stopping
V=Verbal prompt
PP= Physical prompt
HOH=Hand over hand
NA – No assistance

Vocabulary Procedures for 7th grade Students

Objective: Students will read and define vocabulary words with 100% accuracy using a keyword device.

Activity:

- 1) students sit together at round table
- 2) show one card at a time'
- 3) Say - "What is this word?" and "What does it mean?"
- 4) If students gives incorrect response, or can't respond, say "This is _____, it means _____ . Then help student generate a keyword memory device to recognize and define the word.

Materials: Prepare 3x5 file cards- with the following words on one side, the definitions on the other. (Use definitions from Life Science Text).

Student Performance: Record performance

(Key) **R** = reads it correctly/date **D** = defines it correctly/date

	Radius	Ulna	Humerus	Tibia	Fibula	Femur	Pelvis	Scapula
<i>Taneesha</i>								
<i>Hugo</i>								
<i>Nikolai</i>								
<i>Kiely</i>								
<i>Soua</i>								

Calvin's Communication, Academic & Physical Activities:

1. Calvin will use big mac switch to communicate a want / need

Classroom Activity	Total trials	# Independent	# Assisted	Assistance Type

2. Calvin will make a choice between a like and a dislike using big mac switch

Options presented	What Calvin chose:	# Independent	# Assisted	Assistance Type
/				
/				
/				

3. Calvin will greet peers using his talker:

Message	Times Played / Opportunities	Type of assistance (circle)			
		PP	HOH	Verbal	No assistance
Hello					
What's up?					
Hi					

4. Calvin will use sign/gesture for:

Current Words:	Level of Prompting		
	Hand over hand	Verbal	Independent
Food			
Drink			
Bathroom (need to go)			
All done			
Stop			

5. Goal: Calvin will eat lunch unassisted

Current Objectives:	I	Min.	Mod.	Max.	Dep.
Get spoon					
Scoop					
Lift to mouth					
Clear utensil					
Return utensil to plate					

6. Goal: Calvin will participate in typical classroom activities:

	Classroom Activity:	Calvin's Activity:
Hour 1 Occupational Skills		
Hour 2 Communication		
Hour 3 Choir		
Hour 4 Personal Skills		
Hour 5 Lunch		
Hour 6 Computers		
Hour 7 Life Skills		
Hour 8 P.E.		

7. Goal: Calvin will get on and off bus unassisted

	I	Min.	Mod.	Max.	Dep.
Off (am)					
On (pm)					

Anecdotal Messages from School:

Messages from home:

Key:

I = Independent

Min = 75% Calvin

Mod = 50% Calvin

Max = 25% Calvin