At-a-Glance

Planning Individualized Supports for Membership, Participation, Relationships, and Learning of the General Education Curriculum in the General Education Classroom

Key Questions:

✚ Who is this student? Personality, temperament, learning style, gifts, talents, interests

✚ Are we presuming that the student is competent to learn the general education curriculum? Do we need to focus *first* on establishing the student's valued membership in the classroom?

✚ What are the grade level expectations?

✚ What is most important for this student to learn from the GLEs and the IEP?

✚ How are typical students participating and showing their learning?

✚ How is the student currently participating and demonstrating learning within the general education classroom and curriculum?

✚ What is the discrepancy between the participation and learning of classmates without disabilities and the student?

✚ What supports does the student need to be a member, have relationships, participate actively, and learn?

✚ What do *we* need to do to deliver supports accurately and consistently? What supports does our team need to do our jobs well?

✚ How do we know what we are doing is working?
  o Does the student belong? Have relationships? Participate actively?
  o Are we providing supports accurately and consistently?
  o What evidence do we have of what the student is learning?

Eight Steps of Planning Supports:

1. **Set the stage:**
   - Describe student's personality, interests/passions, academic abilities, and challenges
   - Discuss which general categories of supports this student needs

2. **Gather information about units/lessons including:**
   - Key vocabulary
   - Lesson topic
   - "Instructional routines" – how are all students participating
   - Materials – books, worksheets, forms, internet sites, equipment and technology
   - Assessments

3. **Plan individualized supports:**

   a. Plan sensory, physical, and emotional supports:
   - Lights, textures, seating
   - Access to all parts of the classroom
   - Membership, presuming competence, positive regard
   - Assistive technology

   b. Adapt instructional materials:
   - *Obtain or create digitized text*
   - Enlarge text, create more white space, reduce volume
   - Obtain text written at lower reading level
   - Use graphic organizer http://www.kaganonline.com or http://www.inspiration.com
   - Add pictures/symbols
   - Change format – e.g., multiple choice to matching, fill-in-the-blank
   - Locate Internet resources
   - Use screen reader or other AT (e.g., word prediction software)
   - Provide objects to illustrate concepts
   - Use white board for on-the-spot choice-making
   - Use pre-measured ingredients or pieces for assembly
   - Use templates or guides for measuring
   - Acquire adapted spoon, bowl, watering can, paintbrush, ball, microscope
   - Load software into laptop and classroom computers

c. Prepare communication materials (low tech and high tech):
- Academic vocabulary
- Academic comments
- Questions
- "No wrong" answers
- Teacher and student names
- Social vocabulary
- Provide copies of templates/board to classmates, teacher

d. Plan personalized instruction including:
- Use of evidence-based instructional practices – General & Special
- Identify opportunities for classmates to support one another's learning
- Identify when classroom teacher and other team members can work with the student within small groups
- Identify when student will receive 1:1 instruction
- Identify times for pre-teaching and post-teaching support

e. Plan positive behavioral approaches including:
- Conduct functional behavioral assessment
- Develop positive behavior support plan to include:
  - Setting high expectations and supporting full inclusion
  - Teaching new behaviors
  - Focusing on relationships
  - Anticipating and planning strategies for dealing with setting events and provoking antecedents
  - Planning for breakdowns and crises

f. If necessary, determine individualized learning objectives, individualized demonstration of learning, and evaluation methods by:
- Reviewing curriculum frameworks, grade level expectations, or district curricula
- Consulting IEP
- Creating matrix of IEP objectives and instructional routines
- Embedding functional skills instruction through the day
- Adapting performance requirements
- Developing an individualized grading rubric

4. **Restructure service delivery to support participation and learning in the general education classroom:**

   ▪ Identify general education teacher as primary instructor for student
   ▪ Clarify role of paraprofessional as supporting student's engagement in the classroom
   ▪ Assign special education and related service providers to provide supports in-class
   ▪ Schedule weekly planning time for the team (3 weeks instructional planning, 1 week case management is a one-month rotation)

5. **Provide instruction to classmates and all team members regarding the delivery of supports by:**

   ▪ Sharing support plans
   ▪ Modeling supports during lessons/activities
   ▪ Coaching and providing feedback

6. **Gather data on team performance, delivery of supports, and student performance as evidenced by:**

   ▪ Student support plans
   ▪ Team meeting or individual staff member notes
   ▪ Data sheets
   ▪ Actual materials with teacher comments/grades
   ▪ Samples of communication and/or assistive technology
   ▪ Alternate assessment portfolio
   ▪ Videotape

7. **Review and reflect on data during team meeting and make adjustments to instructional and support plans**

8. **Schedule regular meetings with administration and on-going team professional development**