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## 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													
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														

## Planning for Individual Student Participation

### INSTRUCTIONS:

When a student requires customized supports in order to participate in instruction, the school environments, and social routines in a meaningful way, educators can use these forms to help with planning prior to the beginning of the school year. If the classroom and/or specialized teacher do not yet know the student well, they may complete the first column (what all students are expected to do) and consult with the student's teacher(s) from the previous year.

1. For each of the common daily routines and school settings in which the student may participate, describe the behavior that is expected of all students. For example: when students read aloud, they are expected to hold the book/material, look at the words, turn pages, and speak clearly. During lunch, students are expected to find their lunch or lunch card, walk without running, stand in line, unpack or open lunch items, eat without spilling on the floor, and put garbage in the garbage can.
2. The team describes what the focus student will be expected to do. For example one student may be expected to look at the words and activate a voice output device when it is his or her turn to read aloud. During lunch, that student may be expected to walk with a walker, stand in line, unpack/open lunch items, but not put garbage in the can.
3. The team will specify the communication methods, vocabulary, and/or expectations for the student during that routine. For example, one student may have vocabulary related to core content programmed into her voice output communication device in order to work with peers on a project; another student may be learning social comments to indicate pleasure or frustration during recess games.
4. The team then identifies any supports that will be provided so that the student can participate in a meaningful way in instruction, daily routines, and social interactions. The student may need a book-stand, highlighted words (in a text), or peer support to turn a page and/or point to words. The cafeteria worker may need to provide support in using the lunch card, making lunch selections, or reinforcing social behavior.

When the team has completed the form, they need to discuss responsibilities and how they will communicate to any staff not present when completing the Supports Worksheets.

*NOTE: These forms were adapted from ones developed by the University of New Hampshire Institute on Disability in 2002.  
Thanks to Michael McSheehan for his input on using the forms.*

## Planning Worksheet for Classroom Participation

**Student:**

**Grade:**

**Date:**

**School:**

<b>WHEN:</b>	<b>1. Behavioral Expectations for ALL students</b>	<b>2. Individual Student Expectations</b>	<b>3. Student Communication: HOW and WHAT</b>	<b>4. Adult and Peer Supports</b>
<b>The teacher is talking/lecturing</b>				
<b>The class is engaged in discussion</b>				
<b>Students are working in cooperative group or pairs</b>				
<b>The teacher is guiding small groups</b>				
<b>Students are working independently</b>				
<b>Students are making presentations</b>				

## Planning Worksheet for Daily Routines

**Student:**

**Grade:**

**Date:**

**School:**

<b>WHEN:</b>	<b>1. Behavioral Expectations for ALL students</b>	<b>2. Individual Student Expectations</b>	<b>3. Student Communication: HOW and WHAT</b>	<b>4. Adult and Peer Supports</b>
<b>Arrival &amp; Dismissal</b>				
<b>Homeroom / Morning routine</b>				
<b>Lunch</b>				
<b>Recess / Breaks</b>				
<b>Navigating hallway and locker</b>				
<b>Attending assembly or whole-school functions</b>				
<b>Using bathrooms</b>				

## Planning Worksheet for Promoting Positive Social Interactions

**Student:**

**Grade:**

**Date:**

**School:**

<b>WHEN:</b>	<b>1. Behavioral Expectations for ALL students</b>	<b>2. Individual Student Expectations</b>	<b>3. Student Communication: HOW and WHAT</b>	<b>4. Adult and Peer Supports</b>
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 to Implement Individual Student Services**

### **INSTRUCTIONS:**

Once a student's team has engaged in individual planning for the student, they may need to ensure that responsibilities for implementation are clear, and that there is time built into their schedules to provide the direct services and supports, monitor student progress, collaborate to plan and use data for decision-making. The team may meet once for about 30 to 60 minutes to complete this form. Doing so will facilitate quality team communication and seamless supports and services to the student.

For each SERVICE area, identify what ACTIONS need to take place to ensure quality supports and services to the student. Complete this for all of the areas before assigning responsibilities. If there are any areas for which the student does not need support, simply delete that row from the action plan. If there are any additional areas of support, simply add rows.

Once the ACTIONS are defined, the team will assign primary responsibility to one team member who will be accountable for initiating the actions, gaining team member participation, and communicating progress or need for solution-finding to the rest of the team. There may be different timelines for different actions, or the team may specify a single time frame for an action (such as if conducting disability acceptance activities unless it crosses the whole school year).

**Once complete, the Team should revisit the Action Plan in January for any updates/revisions, and then at the end of the school year with the team for the following school year.**





## Educator 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			
Specialized instruction			
Modified materials			
Related services (delivery & infusion into routines)			
Equipment and assistive technology			
Physical and Environmental Arrangements			
Communication device/system and			

Type of Support	ACTIONS	By whom	By when
instruction			
Progress monitoring			
Personal care			
Behavior Support			
Safety (including evacuation plans)			
Disability Acceptance			
Professional Development for Staff			
Other:			
Other			