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?
  - Does the student belong? Have relationships? Participate actively?
  - Are we providing supports accurately and consistently?
  - 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](http://www.kaganonline.com) or [http://www.inspiration.com](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**