Thirty addition facts, sums ten or more

9 +9	4 +8	5 +5	4 +8	5 +6
2 +9	3 +8	8 +6	6 +7	3 +9
6 +9	7 +6	4 +9	7 +8	4 +6
9 +6	8 +8	9 +8	8 +7	9 +7
5 +9	8 +9	9 +5	8 +2	1 +9
7 +7	3 +7	5 +8	7 +9	5 +7

General Education Expectation	Social Skill	Independent Skill
Getting to class	Cope with hectic nature of the hallways between classes	Navigating middle school
Getting to class on time	On-time reliability	Punctuality
Materials needed for class	Group expectations	Organization and responsibility of property
Seat assignment	Recognize others personal space	Organization within a busy environment
Large group instruction	Not disrupting others expected to listen to the speaker	Attending to the speaker in a large group
Group work	Promotes significance of work completed	Importance of location requirements
Turn in Assignments/Assessments	Cooperating with peers	Accountability for assigned task
Following directions of teacher within large group	Attending to the directions adjusted as needed by the teacher	Awareness that directions can change and it is fine
Time at beginning and end of class	Initiate and sustain communication with peers	Managing time when there are no adult expectations
Organizing for instruction	Observe and determine what peer are doing to prepare for instruction	Situated to receive instruction
Quiet during teacher lecture	Responding to classroom norm of silence during lecture	Differentiate between when the environment is loud/ quiet
Teacher routines	Students model classroom teacher expectations	Recognize when moving around environment is acceptable
In class assignments	Model peers as they begin working on assignments	Initiating effort to complete assignment without adult prompts
Projects	Timetable of what needs to be done when and who will do it	Working over a period of time to complete long term project
Labs	Work in a partnership with peer	Careful handling various pieces of equipment and materials
Homework	Time management between what needs to be done and what the student wants to do	Transport information and materials to be completed at home
In Class DVD/Movies	Model peer behavior during movie (even if movie is not an interest area)	Differentiate between acceptable and unacceptable etiquette during a movie
Fire/Tornado/Lockdown Drills	Utilizing peers to determine acceptable and unacceptable behavior during drills	Practice what to do in crisis situations
Student presentations	Recognizing additional student role during class time	Identify students may have multiple roles within the school settings
Exiting classroom	Collect property and leave classroom with other students	Determine where to go for the next class period

What if a teacher refuses to "Adapt"?

"Since physical violence is uncivilized and leads to nasty criminal penalties, the best "big stick" motivator for teachers who refuse to modify is adverse employment action against their contracts.

The student's "modification" plan is what federal law requires to be done in the classroom. Should a teacher refuse to modify as required by the plan, the teacher is in violation of federal law.

Most school district employment contracts contain language indicating that the employee agrees to abide by federal and state law and local school district policy.

Failing to modify as required violates that contract provision, and should result in written directives, reprimands, and more serious employment action (including non-renewal and termination) should the employee continue to refuse to serve the child. After all, the teacher's refusal to modify means that the district is not in compliance, and is exposed to OCR investigations, or 504 due process hearings."

CESD (504idea.org)

LEARNING OPPORTUNITIES

Social Skills and Independence Skills

General Education Expectation	Social Skill	Independent Skill

General Concepts and Helpful Tips

CAUTION!-<u>Safety</u>: Above all else this is ***THE MOST IMPORTANT THING***! This is our primary concern first and foremost, ALL THE TIME. Look for:
⇒ Running Away/Wandering
⇒ Hitting/Kicking/Biting
⇒ Throwing/Slamming doors
⇒ Putting things in their mouths

-<u>Low Language</u>: Remembering to give directions, praise, redirections, and anything else verbal in a low language way.
⇒ This means giving directions with <u>LESS</u> words.
  ▪ Example "I really need you to be quiet right now because your friends say it is too loud."
  ▪ INSTEAD SAY "Quiet please."
⇒ Also using <u>easy</u> to understand language.
  ▪ EXAMPLE "Go a head and go sit in that chair in the corner over there." Is the <u>wrong</u> thing to say.
  INSTEAD USE THIS PHRASE "Go sit in the chair."

-<u>Making Sure the Children Know Who You are Talking to</u>:
⇒ Get Down on Their Level Face to Face
⇒ Say Their Name
⇒ Give Directions in Close Proximity
⇒ Give Them Eye Contact
⇒ Use Low Language

-<u>Be Quiet</u>: Always using a quiet and calm but firm voice when speaking.
⇒ Whisper Directions to Students
⇒ Keep Adult Conversations to a Minimum

⇒ Do NOT Talk Over the Adult Talking to the Class

⇒ Do NOT repeat directions to a student when another teacher has already addressed that student

⇒ Encourage students to be quiet

-Encourage Independence: Our students need to be less adult dependent. We are constantly working on independence behaviors across all areas.

⇒ Don't hold hands if you don't have to

⇒ Certain students need hand over hand assistance, but often just adult proximity will help elicit compliance.

⇒ Use pictures, visuals, gestures to explain directions

⇒ Give them a chance to process. Count to ten and see if they understand.

⇒ When you don't know what they mean, tell them. Have them point, show you, let them sign it, or get some one who knows what they are trying to say.
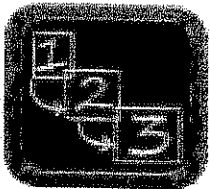
-Make Transitions Easy: Our students struggle most with transitions (moving from one activity/location to the next). Use these strategies to make transitions easier:

⇒ Use visuals

⇒ Give warnings (clean up in 1 minute)

⇒ Explain that the activity that is stopping can happen later or again

⇒ Tell what is going on next

⇒ Use first-then concepts

⇒ Reward for compliance

⇒ Instead of saying NO, DON'T, STOP- Say what you want them to do. Teach what should do instead.

⇒ Give processing time/wait time, don't expect things to happen emediately

DIFFERENTIATION OUTPUT HIERARCY

The differentiated output hierarchy is a <u>systematic, organized approach to support student's active engagement</u> in the general educational curriculum. The differentiated output hierarchy **supports the concepts defined in differentiated instruction.**

Differentiated instruction is defined as the planning of curriculum and instruction using strategies that address student strengths, interests, skills, and readiness in flexible learning environments.

"At its Core...Differentiation is simply high-quality, thoughtful teaching that builds on our best understanding of how students learn and what teachers can do to maximize each student's learning," (The Common Sense of Differentiation, 2005.) Tomlinson (2000) suggests that differentiated instruction is a way of thinking about teaching and learning.
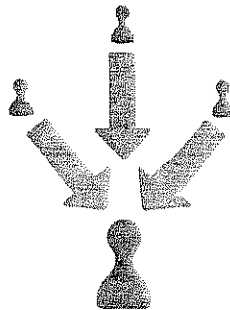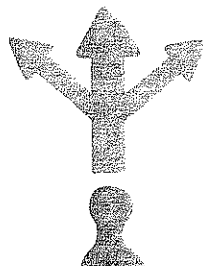
<u>Differentiated *Instruction has three primary components:*</u>

Multiple options for taking in **(INPUT)** of information > **CONTENT**

Multiple options for making sense of the ideas > **PROCESS**

Multiple options for expressing **(OUTPUT)** what they know > **PRODUCT**

"Each section…the Content, Process, and Product must be *varied in anticipation of and response to student differences in readiness*, interest, and learning needs." (Common Sense of Differentiation, 2005.) The differentiated output hierarchy provides a framework for addressing the multiple options for expressing what they know – the PRODUCT!

Many students who receive special education supports and services struggle with reading comprehension, written language, organization skills, etc. The hierarchy provides a framework to allow students to show what they know even with these deficits.

The 5 Levels in the differentiated output hierarchy:

Open Ended – Open-ended questions may be the most difficult for students receiving special education services. Many students who have trouble with written language skills or have trouble processing spoken language will not be able to answer open-ended questions as presented in the curriculum. If the student is having trouble with open-ended questions, it is the time to move through the differentiated output hierarchy.

Visual Organizational Strategies - Visual strategies should provide the student with a kick-start, which may assist the student in organization, the answer. For example, showing the student how many words or sentences are required to answer a question or complete a paragraph.

Closed Strategies – Closed strategies organize the student's output within the curriculum. Closed strategies also narrow the depth of the curriculum and allow the student to utilize recognition skills versus recall skills to output the information.

Choice Strategies – Choice strategies provide the student with a visual method to recall the information. Choice strategies should be utilized in a combination with other hierarchy strategies.

Yes / No Strategies

Five Levels

of

Differentiated

Output

Hierarchy

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Yes / No Strategies

4

VISUAL STRATEGIES

What are Visual Strategies?

Visual strategies are ways to improve the communication process by using supports that can be seen. Four common types of visual supports are:

1. Natural Environmental Cues
   Examples include: signs, logos, menus, and the location of people

2. Body Language
   Examples include: eye contact, facial expressions, touching, and body stance

3. Traditional Tools to Provide Information and Organization
   Examples include: calendars, planners, maps, telephone books, and to-do-lists

4. Specifically Designed Tools to Meet Specific Needs
   An Example is a visual schedule of the morning routine at school

Who are Visual Strategies for?

Visual Strategies have been successful with individuals who have a wide array of communication skills and abilities. Verbal and non-verbal individuals of various disabilities can use visual strategies to varying degrees.

Individuals can use visual strategies with educators, resident care providers, families, friends, and others in the community with ease.

Representation Systems

A representation system is the way in which objects and activities are depicted in a visual form. They are the symbols that are used to convey information. Examples of a representation include written words, line drawings, photographs, and signs.

Components of Good Visual Tools

- Purposeful—created to help remediate a clearly defined, specific need
- Planned—created with "who," "what," "where," "when," and "how," decided prior to using
- Contain a combination of representations Words + Pictures = best strategy
- Simple, but clear
- Individualized
- Creative
- Highly motivating to use

Benefits of Visual Strategies

- Facilitates intentional communication
- Increases the individual's attention
- Easy to use and requires little training
- Inexpensive
- Individualized
- Can foster word recognition
- Highly motivating to use
- Can quickly learn sequences to complete a task or routine
- Increases independence—use visual supports rather than being dependent on caregiver
- Can complete complex tasks by referring to the visually depicted steps of the tasks

VISUAL STRATEGIES

Purposes of Visual Strategies

There are four broad goals of using a visual strategy:

1. To Provide Information
   Such as using a calendar or schedule

2. To Give Directions
   Such as using gestures, physical prompting, visual tools, or pointing to convey instructions

3. To Organize the Environment
   Such as labeling objects and places things belong or creating lists of things to remember

4. To Use "Visual Bridges" that Encourage a Connection between Environments
   For Example, a student may have an on-going log to share between home and school. In the log, the student could circle the pictured events that were done that day or complete the following sentence with a word or picture "Today, I _____ at school."

Typical Visuals Schedule

INCLUDE:

- What activities will happen
- What activities will not happen
- Sequence of events to complete a task or routine
- Changes in a routine
- When to stop an activity and start another

To Create & Use a Visual Schedule

1. Divide the time (i.e., day) into sections
2. Give each section a name
3. Pick a representation system
4. Select the format
5. Make a plan to implement
6. Set goals for use
7. Fade out or change the representation system as need
8. Generalize the skills learned to other settings

For More Information

Please visit one of the following websites:

www.usevisualstrategies.com

http://changenet.com/`onemom/index.html

http://www.pa.net/scpa_asa/article13.htm

Don't Forget to Use Video – 5 Tips

Don't Forget to Use Video
Video is a powerful visual tool for students on the autism spectrum. Since new electronics are common gifts during the holiday season that means parents and teachers will have more video possibilities to explore.

Most of the latest phones and tablets have video capabilities with much better video quality than even just a couple of years ago. Of course, the **Apps** on those iPads and other tablets and "toys" will capture everyone's attention, but don't forget the **video** possibilities.

Here are five ways you can use video to help students enjoy a positive holiday season.

Use video to give information
The busy holiday season is frequently full of changes in regular schedules and routines. New activities, changes in routines and unfamiliar decorations are all part of season.

It's great when you can create some videos to tell children what is going to be happening before it happens. For example, if a trip to the shopping mall is coming, parents or teachers can stop before the trip to capture some video clips of the decorations or displays or whatever else might cause a problem or create a concern for a student.

That's not always possible, but utilize that option when you can. If you have recurring situations, try to video the first time and then use that to prepare students for those repeats.

Think about all those other activities where video can be used. Cooking meals, baking cookies, shopping and wrapping gifts are great on video.

Thinking ahead and being proactive about **giving information** can help many students avoid meltdowns and handle new situations with ease.

Teach holiday related routines
Think about any routines that are new or used infrequently (or this even works with more familiar routines). Greeting people at the front door, how to open gifts, going to a "quiet place" if it gets too noisy or how to eat hors d'oeuvres properly (no double dipping!) could all become video clips.

Of course, it won't work to try to teach everything all at once. Good teaching will target an appropriate number of things that a student needs support with. Focus on those.

Create video stories
Helping students handle social situations via strategies such as writing Social Stories™ has become common. These same stories can be created in a video format. It doesn't have to be complicated. It can be as simple as writing the story on paper and then creating a video reading the story while showing the pages of the story. Another simple strategy is recording someone telling the story. Of course you can get fancier by using actors to act out the details.

Here are a few topics that would work.

* How to greet company coming to the house

- Going to visit when there is a party at grandma & grandpa's house

- The football game is on TV so I can't watch my favorite show

- How to play with my little cousin

- How to put the Christmas tree up

- How to treat the Christmas tree

- How to take the Christmas tree down

- I get to open my presents but I do not open other people's presents

- Other people's gifts are not mine

Remember people

Families have different ways to celebrate during holidays. For many, it's a time to get together with friends and extended family. That creates more change for our targeted students. Their lives may be filled with people they see regularly, people they don't see very often and new people they have never met before.

Video helps. Record a person saying his or her name and anything else that will make them memorable. Watch videos before you see the people. Watch to remember who was there after the people leave.

Think about videos you can watch next year to remember routines and activities and people related to the holiday. Watch videos of people next time you are going to see them to remind children where they are going or who they will see.

Perform

Children of all ages enjoy watching videos of themselves and those around them doing fun things. Consider these.

- Singing favorite songs

- Dancing

- Talking

- Showing something drawn or made

- Demonstrating how to do something

After special days, students will enjoy watching videos for entertainment and memories. Home made videos can also make special gifts for special people.

The reason video is special

Our students on the spectrum are easily attracted to anything with a screen. Why video? Video is **visual** and it offers the opportunity for watching something predictable over and over. It's a tool that provides an opportunity to develop new skills or relive memories. And one more thing. Video can become an important calming tool when children need something to help them get calm.

Be sure to use video as a teaching tool. It's is easy to use to create holiday FUN!!!!

12 Essentials Linda Hogdon

(1) Camera
This can be one of your most powerful communication tools. They are so common now. You probably have a camera on your phone that you carry in your pocket. Teachers can take pictures or you can teach students to use the cameras on their own phones.

Take pictures of everything. Use them in the phone or print the pictures as needed. Use your photos for conversation starters, demonstration tools or reminders to help students remember what to bring to school tomorrow.

(2) Calendar
Posted on a wall, written in a notebook or accessed on a smart phone, the calendar is an essential tool for helping students orient to their flow of life. Calendars can focus on group information at school. But many students need a personal calendar for school info or one that also includes home and family information. Does that mean one for a classroom and one for personal needs? Possibly yes.

(3) Schedule
The daily schedule has finally become one of the most used visual tools. That's because they work really well to help students follow their daily routines. Everyone benefits from knowing what is going to be happening today.

(4) Predictable routine
Predictable does not mean rigid. Students will follow routines, demonstrate less stress and exhibit better behavior when they know what to expect. Cameras, calendars and schedules are some of the really useful tools to help students understand when something expected is changing or when something new is going to occur. Rigid means nothing changes. Predictable means giving enough information so they know what to expect.

(5) Quiet spot (not punishment)
Sometimes things get too fast, too noisy or just plain too much. There can be many causes. Those are the times when some of our students start "bouncing off the walls," "melting down," or showing us in many ways that things are not going well. This is when adults naturally start talking too much to try to calm things down. Instead, a goal is to teach students to use a "quiet spot" which is a designated location that will help them regroup. Use something visual to help get them there. That quiet spot can have a special name and may be equipped with some items that promote relaxation. This should not be used for punishment. It's an opportunity for calming.

(6) Visual tools
Pictures, objects, written language and anything else VISUAL is used to support communication. The calendar and schedule are just two visual tools. A supportive environment will provide a variety of other visual supports to assist students in multiple ways for successful participation.

(7) Note pad & pencil
No matter how much pre-planning you do, stuff happens. The temptation during those times is to try to talk it through. The problem with that strategy is that it often doesn't work. Especially when students are confused, upset or when they don't understand, that pencil & paper can become a lifesaver.

(8) Proper work environments
Individual students may have specific needs. Think about sensory needs related to things such as sound, sight, or touch. Size or shape of furniture, location of activities, or actions of other students can be significant. What distractions or disturbances can affect a student's success?

(9) Organized work spaces
Label the environment so students know where to go, what to do and where things belong. Make sure work places contain the correct materials or that students know appropriate procedures to solve problems in work settings.

(10) Rules

What are the rules? Everyone needs to know. Too many is not good. Some are location specific. Identify the important ones. Post them. Review them.

(11) Timer

Time management is difficult for lots of students. Transitions can be challenging. When do you need to stop? When do you prepare for change? How long is this activity going to go on and on? Timers help. There are many kinds. Visual timers like the **Time Tracker** or the **Time Timer**, kitchen timers, phones or watches with a timer function or timers on an iPad or computer are all great options.

(12) Effective communication partners

Staff who are committed to using multiple forms of communication help students achieve success. SHOWING instead of TELLING makes a huge difference for student success

Matching Student Skills to General Education Demands

Student's Skills	General Education Demand	Modification Strategy	Technology Resources
Pointing Response Type with letter isolation strategy Letter Identification	Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year	Recall the correctly spelled word between two choices. The word spelled incorrectly and correctly in text or isolation Spelling test given with choice between correct/incorrect	Worksheets modified with correct/incorrect spelling of frequently encountered words
Word Matching Number Matching	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	Color matching to identify the physical characteristics of Michigan. Shape matching to identify the human characteristics	Highlighters Label Maker – physical and human characteristics printed
Color and Shape Matching 1:1 Correspondence	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	Color matching the visuals and data sources to describe the way Michigan can be divided into regions	Label Maker Highlighter Tape
Will wear headphones Turns pages in book with audio beep	Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.	Sequence of Sponge Bob stickers correlated to the sequence of the story elements. Highlighter to identify major idea and relevant details of text	Label Maker Sponge Bob Stickers
Strong peer group Participates with peers in small group settings	Find solutions to open sentences, such as $7 \times \underline{\quad} = 42$ or $12 \div \underline{\quad} = 4$, using the inverse relationship between multiplication and division.	Shape matching to find solutions to open sentences. Color matching to show inverse relationship between multiplication and division	Calculator Label Maker
Will follow directions from a peer	Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.	Color matching to show relationship between sizes of standard units	Markers Highlighters Label Maker
Interacts independently with a color coded schedule	Manipulate simple tools that aid observation and data collection for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer.	Color code the hand lens, balance ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer at the desired amount.	Electrical Tape Highlighter Tape
High Interest in Sponge Bob	Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object.	Participate in experiments Color matching to demonstrate the strength of the force Shape matching to demonstrate mass	Markers Highlighter Tape
	Student's modification strategies will demonstrate support and respect	Modification strategies used throughout 3rd Grade Curriculum	Demonstrate the ability to support and respect people with differences

Schedule Matrix Guide

This tool is intended to be used by IEP and behavioral planning teams to assist in goal development and identification of necessary supports and strategies.

Student Schedule	Expectations & Instructional Outcomes	Current Level of Skills (Compared to Peers)	Current Supports, Strategies & EBPs	Potential Goals & Strategies Needed
In this column, list the student's daily schedule including all primary activities, courses / classes and/or transitions.	In this column, identify the expectations & instructional outcomes during this part of the schedule. Expectations and instructional outcomes include: • Independence Skills • Social Interaction Skills • Communication Skills • Behavioral Skills • Academic Skills including task initiation, engagement, & output For example, during "arrival," the instructional outcomes may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work. Include in this section any specific IEP goals targeted during a particular time in the schedule.	In this column, identify the student's performance, compared to peers, in this part of the schedule. Include the following: • Independent Skills • Social Interaction Skills • Communication Skills • Behavioral Response • Task Initiation, Engagement, & Output Deficits in these areas will be targeted for intervention and should be included in the last column.	List in this column, all the supports, strategies, and/or services currently in place to support the student. These include but are not limited to: • Visual / Organizational Supports / Strategies • Peer to Peer Supports • Functional Communication System • Positive Behavioral Interventions & Supports • Evidence-Based Practices • Accommodations / Modifications • Behavioral Response Plan / Crisis Plan • Adult (Paraprofessional / TA Support)	In this column, based on information in the previous columns, list potential goal areas (areas of need) and additional strategies needed for the student to independently make adequate progress in all areas.

Schedule Matrix

This tool is intended to be used by IEP and behavioral planning teams to assist in goal development and identification of necessary supports and strategies.

Student Name: _____   District / Building: _____   Classroom: _____

Student Schedule	Expectations & Instructional Outcomes	Current Level of Skills (Compared to Peers)	Current Supports, Strategies & EBPs	Potential Goals & Strategies Needed
	● ●	● ●	●	●
	●	●	●	●
	●	●	●	●
	●	●	●	●
	●	●	●	●
	●	●	●	●
	●	●	●	●
	●	●	●	●
	●	●	●	●

Schedule Matrix Observation Tool Guide

This tool is intended to be used as an observation / documental tool by IEP and behavioral planning team members to assist in IEP / PLAAFP Development, FBA and behavioral plan development, IEP goal review & development, and identification of supplementary supports and evidence-based practices.

Student Schedule	Expectations & Instructional Outcomes Current Level of Skills (Compared to Peers)	Current Supports, Strategies & EBPs
In this column, list the student's daily schedule including all primary activities, courses / classes and/or transitions.	In this column, identify the expectations & instructional outcomes during this part of the schedule. Expectations and instructional outcomes include: • Independence Skills • Social Interaction Skills • Communication Skills • Behavioral Skills • Academic Skills including task initiation, engagement, & output For example, during "arrival," the instructional outcomes may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work. Include in this section any specific IEP goals targeted during a particular time in the schedule. Also identify the student's performance, compared to peers, in all these areas as well as on identified IEP goals / objectives. Deficits in these areas will be targeted for intervention and should be included in the last column.	List in this column, all the supports, strategies, and/or supplementary aides and services currently in place to support the student. These include but are not limited to: • Visual / Organizational Supports / Strategies • Peer to Peer Supports • Functional Communication System • Positive Behavioral Interventions & Supports • Evidence-Based Practices • Accommodations / Modifications • Behavioral Response Plan / Crisis Plan • Adult (Paraprofessional / TA Support)

RECOMMENDATIONS:
   Progress
   Concerns
   Supports Needed		

Schedule Matrix Observation Tool

Student Name: District / Building: Teacher / Grade: Date:

Student Schedule	Expectations & Instructional Outcomes Current Level of Skills (Compared to Peers)	Current Supports, Strategies & EBPs
RECOMMENDATIONS: Progress Concerns Supports Needed		

Responsibility Chart

Subject/Activity	Student Goal	Teacher Responsibilities	Parapro Responsibilities	PAL Responsibilities

Responsibility Chart

Subject/Activity	Student Goal	Teacher Responsibilities	Parapro Responsibilities	PAL Responsibilities
8:50-9:05 Morning Work	Show teacher that you are in attendance. Sit at desk and look at a book or do something quietly.	Show student how to work SMARTboard for attendance.	Make sure student is quiet (not screaming) and being safe (no hitting or throwing). Take to time away or break if needed.	Show student how you take attendance. Help with having them take attendance. Sit by student at desks. Ask to get book and take turns reading.
9:05-9:55 Special	Stay in special and participate as much as possible.	Model and/or hand-over-hand assistance to teach lesson.	Hand-over-hand assistance to complete lesson if needed. Watch for warning signs of inappropriate behaviors or frustration.	Sit next to student. Model appropriate behavior and work completion.

Camryn's Schedule

Time	Subject/Activity	Support	Goals
8:51-9:05	Arrival	Hotchkiss parapro or PAL will get off bus, check in for attendance, get breakfast and eat in Hotchkiss room.	Following routine and doing tasks independently.
9:05-9:45	Reading	Hansbarger class for reading. Special education teacher and parapro in classroom. PAL will take back to class.	Exposure to grade level curriculum. Modeling of other students. Individual reading goals/work during independent time.
9:45-10:30		SE Room	Direct support on IEP goals and objectives
10:30-11:15	Math	PAL will get Camryn and bring back to Hotchkiss class for math. Special education teacher and parapro in classroom.	Exposure to grade level curriculum. Modeling of other students. Individual math goals/work during independent time.
11:15-11:55	Lunch and Recess	Hotchkiss parapro and PALS in cafeteria and at recess.	Following routine and doing tasks independently.
11:55-12:10	SST	Hotchkiss parapro and PALS in Hotchkiss class reading books.	Following routine and doing tasks independently.
12:10-1:00	Special	Hotchkiss parapro and PALS in special.	Following routine of special. Modeling of other students. Participating with activity/lesson.
1:00-1:20	Read Aloud	Hotchkiss parapro and PALS in class listening to story. PAL will take to SE Room.	Following routine and doing tasks independently. Modeling of other students.
1:20-3:51		SE room	Direct support on IEP goals and objectives as well as Support Services such as Speech and Occupational Therapy.

_____Schedule

Time	Subject/Activity	Support	Goals

Student Name (DOB): _____ **Today's Date:** _____

ISD; District; Building; Classroom:

		Visual and Organizational Supports
Yes	**No**	
☐	☐	1. The daily schedule is consistent, clear and predictable and changes in the schedule are highlighted with as much advanced notice as possible to prepare the student for change.
☐	☐	2. The classroom environment is clutter-free and organized visually (e.g. use of color-coding, labeling, pictures, etc.) to cue expected behavior, decrease distractions, and clarify expectations.
☐	☐	3. The student has an individual visual schedule that accurately reflects his/her skills and abilities.
☐	☐	4. The visual schedule is used or the student is prompted to it at each transition.
☐	☐	5. Students physically interact with their schedule (e.g. cross out, move to "done," move to check in area in the room).
☐	☐	6. Sub / mini schedules are used when needed (e.g. when skills break down, when the student presents with behavior).
☐	☐	7. Transition supports (e.g. picture cards, check schedule cards) are used when needed (e.g. when skills break down, when the student presents with behavior, etc.).
☐	☐	8. Work systems and/or routine / task lists are used regularly to increase independence in task completion.
☐	☐	9. Social stories / facts / scripts are developed and used.
☐	☐	10. Break Cards are used to teach students to exit appropriately when necessary.
☐	☐	11. Appropriate instructional strategies are used to teach the visual systems:

Yes No
- ☐ ☐ Pairing
- ☐ ☐ Prompting
- ☐ ☐ Modeling
- ☐ ☐ Shaping
- ☐ ☐ using preferences to motivate

☐	☐	12. Visual supports are used when making requests, giving directions, providing instruction, encouraging participation.

NOTES / PLAN:

Peer to Peer Support

Yes	No	
☐	☐	1. Information about ASD and the student with ASD is provided to the typical peers in the classroom/building in a way that respects parent and student preferences.
☐	☐	2. Staff maximizes opportunities and creates activities / situations that encourage interactions with typical peers throughout the day.
☐	☐	3. Typical peers are actively recruited as peer to peer supports.
☐	☐	4. Peer supports are trained to interact appropriately and effectively with the student.
☐	☐	5. Staff prompts typical peers to initiate and sustain interactions with students with ASD.
☐	☐	6. Peer to peer support students attend regular meetings to support the student (i.e., case conferences).
☐	☐	7. Mediums of Exchange are identified to promote effective interaction with typical peers.
☐	☐	8. A system exists to maintain typical peer involvement with the student (e.g., appreciation activities such as lunch gatherings).

NOTES / PLAN

Accommodations / Modifications

Yes	No	
☐	☐	1. The student has sufficient opportunities in the general education environment to make progress in academic, independence, and social competency skills.
☐	☐	2. The general education curriculum is used as the primary focus of instruction.
☐	☐	3. Goals and objectives are developed based on the general education curriculum and environment as well as targeted social, independence, and communication skills.
☐	☐	4. Effective instructional practices are used to build new skills (e.g., shaping, task analysis, reinforcement).
☐	☐	5. Specific academic *accommodations* to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals.
☐	☐	6. Specific academic *modifications* to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals.
☐	☐	7. A system is developed to assure that the specific academic accommodations and modifications are implemented throughout the student's educational program.
☐	☐	8. A system is used to determine appropriate grading based on the specific accommodations and modifications to the general education curriculum.
☐	☐	9. Progress toward student goals are assessed at least weekly and necessary changes are made to programming to ensure improvement.
☐	☐	10. The student takes the MEAP or participates in MI Access.

NOTES / PLAN

Functional Communication System

Yes No

☐ ☐ 1. Assessment of the student's communication involves observation of all forms of communication (verbalizations, gestures, pictures, behavior) currently used by the student across environments, as well as the functions of problem behaviors (e.g., whether student problem behaviors communicate protests or requests).

☐ ☐ 2. Families and relevant team members actively participate in the selection and teaching of the appropriate communication system for student which may include verbal, sign-based, picture-based (e.g., PECS), augmentative devices, or a combined approach.

☐ ☐ 3. The communication system chosen matches student skills, needs, and environments, is functional, portable, and available in all environments.

☐ ☐ 4. Staff in the child's environment consistently responds to and validates both *conventional* communication attempts (use of verbalizations, gestures, and functional communication systems) and *unconventional* communication attempts (nonverbal behaviors or problem behaviors).

☐ ☐ 5. Unconventional communication attempts such as yelling and using adults as "tools," are consistently used as opportunities to teach the functional communication system.

☐ ☐ 6. Staff initiates communication with students with ASD in all environments and activities by prompting, questioning, offering choices and starting conversations.

☐ ☐ 7. Staff consistently encourages responding through gesture, sign, icons and spoken language.

☐ ☐ 8. Students are specifically taught communication systems that address:
   - Problem behavior functions (e.g., protests or requests)
   - Social-communication targets (e.g. responding to greetings, initiating and sustaining interactions or conversation)
   - Pragmatic social-communication targets (body language and personal space).

☐ ☐ 9. Appropriate instructional strategies are used to teach the communication systems:
   - Pairing
   - Prompting
   - Modeling
   - Shaping
   - Using preferences to motivate

☐ ☐ 10. Communication data are regularly collected to ensure that students are consistently using functional communication systems across environments and activities, and with multiple partners (teachers, families and peers).

NOTES / PLAN

Positive Behavioral Interventions & Supports

Yes	No	
☐	☐	1. Effective Tier 1 (Universal) strategies that prevent challenging behavior are developed and implemented with fidelity for the student.

	Yes	No	
	☐	☐	Functional communication systems
	☐	☐	Visual supports and strategies
	☐	☐	Peer supports
	☐	☐	Breaks
	☐	☐	Ordering of activities
	☐	☐	Pre-teaching/ pre-corrects
	☐	☐	OTHERS (describe):

Yes	No	
☐	☐	2. If implemented Tier 1 strategies have not addressed challenging behaviors, a problem solving approach founded in functional behavior assessment is utilized to develop targeted (Tier 2) interventions and supports.
☐	☐	3. Tier 2 interventions and supports are implemented with fidelity.
☐	☐	4. If the student continues to have challenging behaviors despite implementation of Tier 1 strategies and Tier 2 interventions and supports, a full functional behavior assessment (Tier 3) is used to develop a positive behavior support plan.
☐	☐	5. Functional behavior assessments employ multiple methods of data collection (e.g. direct observation, scatterplot, rating scales, and interviews) to determine the function of challenging behaviors.
☐	☐	6. The positive behavior support plan includes antecedent strategies (i.e., proactive strategies intended to prevent behaviors from occurring).
☐	☐	7. The positive behavior support plan includes strategies for teaching and prompting new skills (e.g. communication, social interaction, independence, replacement behaviors).
☐	☐	8. The positive behavior support plan includes appropriate, non-emotional, non-verbal, and non-punitive strategies for responding to behavior.
☐	☐	9. If needed, a crisis plan is developed for responding to dangerous and emergency situations. The crisis plan complies with the Michigan Department of Education, Office of Special Education and Early Intervention Services policy "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint."
☐	☐	10. The positive behavior support plan and/or crisis plan is reviewed with all relevant staff and implementation training is provided as needed.
☐	☐	11. Data on the fidelity of implementation of the positive behavior support plan are collected and reviewed regularly by the team.
☐	☐	12. Behavioral data at all tiers are collected regularly and used as the basis for decision-making about strategies.
☐	☐	13. The positive behavior support plan is implemented consistently in all environments.
☐	☐	14. There is a reporting system in place between school staff and family members to provide regular updates on behavioral interventions and their effectiveness.

NOTES / PLAN

		Adult Support

Yes	No	
☐	☐	1. Adults in the student's environment actively promote independence by teaching systems (e.g. visual schedules, self-management systems) that allow the student to complete tasks with as little assistance as possible.
☐	☐	2. Additional adult support is assigned only when the student needs direct academic, behavioral or social support that cannot be provided by peers.
☐	☐	3. Responsibilities for additional adults are clearly communicated.
☐	☐	4. A list of strategies the additional adults are required to implement with the student is provided (e.g. visual supports, prompting, reinforcement, and crisis plan).
☐	☐	6. Adults in the child's environment demonstrate respect for students (e.g. talking to instead of in front of students, etc.). Adults demonstrate respect for students' needs by interacting at an age appropriate level, and talking to, rather than in front of students.
☐	☐	7. Training, mentoring, and implementation support are offered regularly and required for the adults working with the student with ASD.
☐	☐	8. Appropriate supervision, observation, and performance feedback is provided regularly to additional adults(s).
☐	☐	9. Fading of adult support occurs as soon as data shows the student is learning systems that allow him/her to complete tasks independently.

NOTES / PLAN

		IEP Development, Implementation and Evaluation

Yes	No	
☐	☐	1. The PLAAFP focuses on strengths and needs related to functioning in the general education environment.
☐	☐	2. IEP goals are prioritized based on needs identified in the PLAAFP.
☐	☐	3. IEP goals have observable and measurable objectives.
☐	☐	4. At a minimum, IEP goals include communication and social skill development.
☐	☐	5. Supplementary aids and services considers the following key areas for the student:

Yes	No	
☐	☐	functional communication systems
☐	☐	visual supports
☐	☐	peer to peer support
☐	☐	accommodations / modifications
☐	☐	positive behavior supports
☐	☐	appropriate use of paraprofessional support

Yes	No	
☐	☐	6. Programs and services maximize time in the least restrictive environment.
☐	☐	7. The IEP is developed to enhance independent functioning.

☐	☐	8. A system is in place to document implementation of the IEP.
☐	☐	9. A data collection system is in place to assess progress toward goals and objectives weekly.
☐	☐	10. Data collected on progress toward goals and objectives is used to make program decisions.

NOTES / PLAN