

**VTAAP FORM 4: CURRICULUM ACCESS AND INSTRUCTION RECORD (CAIR) -
READING**

SECTION A: GRADE-LEVEL GENERAL EDUCATION CURRICULUM CONNECTIONS

1. In what ways do Special and General Educators collaborate to plan for instruction that provides the student with access to the General Education Curriculum?

- face-to-face meeting:** co-plan whole-class activity; team (not IEP) meeting; planning meeting
- indirect meeting:** phone conference; email exchange; video conferencing
- exchange of lesson materials:** share specific lesson plans ahead of time
- exchange of content area activities and/or materials:** share content area themes; access classroom website; observation of similar grade-level content area class
- no collaboration** at this time

2. What is the format used to adapt the Grade-level General Education Curriculum?

- structured planning form:** instructor(s) records information for Team reference (e.g. Student Access Map, SETT, Participation Model)
- informal planner:** instructor records information for personal reference
- no adaptation** is being done at this time

3. In what learning environment/context will the opportunities for shared academic and incidental learning in Reading most often occur?

- grade-level peers engaged in reading instructional activities
- at least one grade-level peer engaged in reading instructional activities
- peers from adjacent grades engaged in reading instructional activities
- no peers during most reading instructional activities

SECTION B: INDIVIDUALIZED INSTRUCTION

1. How often is individualized instruction provided for the Reading program?

- | <i>Number of minutes</i> ____ | <i>Number of times</i> ____ | <i>Per</i> ____ |
|-------------------------------|-----------------------------|------------------------------------|
| <input type="radio"/> 90 | <input type="radio"/> 5 | <input type="radio"/> <i>day</i> |
| <input type="radio"/> 60 | <input type="radio"/> 4 | <input type="radio"/> <i>week</i> |
| <input type="radio"/> 45 | <input type="radio"/> 3 | <input type="radio"/> <i>month</i> |
| <input type="radio"/> 30 | <input type="radio"/> 2 | |
| <input type="radio"/> 15 | <input type="radio"/> 1 | |

SECTION C: INSTRUCTIONAL PLAN

1. Which of the following statements regarding an Instructional Plan for the Reading program are true? (check all that apply)

- a written plan is easily accessible to instructors
- the plan includes necessary materials and supports
- the teaching process is clearly outlined

- permissible prompts and error correction procedures are detailed
- student response targets are clearly defined
- a data collection system is established
- a systematic plan for reviewing student progress is included
- a specific schedule for direct instruction (e.g. Instruction Map) is described
- a specific plan for fluency, generalization, and maintenance of the new skill is included
- a written Instructional Plan does not currently exist for the Reading program

SECTION D: DATA COLLECTION AND INTERPRETATION

1. When was data last collected for any of the Reading program GEs?

- today
- this week
- within last two weeks
- within the last month
- greater than a month

2. How often is student performance data typically collected for any of the Reading program GEs?

- every session/multiple times per week
- weekly
- bi-weekly
- monthly
- greater than monthly

3. What is the general pattern of student performance seen in the collected reading data samples to date?

- achieved or close to achieved
- correct responses increasing; errors decreasing
- correct response rate highly variable; error rate unpredictable
- correct response rate mostly flat; error rate is unchanged
- correct responses at or near zero; high error rate
- samples not examined for patterns of student performance

4. What interpretation and decisions have been made about the Instructional Plan given the pattern of student performance indicated above?

- mostly achieved: work on maintenance, generalization, new task
- steady progress: continue current program as described
- limited/variable progress; make adjustments in instructional strategies/practices as necessary
- limited/no progress; make significant changes in instructional strategies/practices as necessary
- no interpretation or decisions made