

INSTRUCTION MAPPING

VTAAP FORM 4: CURRICULUM ACCESS AND INSTRUCTION RECORD

The Instruction Map is a place to record information about the incorporation of the Grade Expectations into the student's day. The materials needed, when in the day skills will be taught, and program implementation data can be captured in a single location. Mapping the implementation of instructional programs (associated with GE targets) within the schedule ensures consistency, facilitates data collection, and improves Team communication. This form is dynamic, updated as often as necessary to reflect new target activities or contexts. The SET members can also choose to keep effort data by entering check-marks associated with implementation of the indicated instruction at least once during the day, filling in a new form for each day.

Activity (column 1)

Write the name of the scheduled activity.

GE targets (top row of chart)

To increase the application of the student's objectives within the day, specific goals are targeted during specific activities. In addition, this data sheet should be supplemented by specific written instructional program. Those programs will provide more detail about how to implement each objective.

Mapping Direct Instruction and Generalization

- Highlight the intersection of the activity and the objective to indicate that it is a target during that time.
- Write a "D" for direct instruction time, and a "G" for scheduled and planned generalization or practice time.

Using the Instruction Map to collect opportunity data

- The adult can indicate with a check mark that they did incorporate the objective's instructional program into the activity.
- Check off every time a program is used, even if it is not at a highlighted time, so we have an accurate picture of the Student's exposure to each program.
- Eventually all objectives should be part of all activities where applicable.
- Team can decide to include more information, if available, to supplement the check marks

This form is not intended to be a record of the student's performance. It is instead a record of the *adult's* actions, which will tell us how many opportunities The Student has had to practice a certain skill. Anecdotal information about the Student's responses are okay, but not required (especially if it is time consuming for the support Team member with The Student). This form should be supplemented with student performance data, which may be collected at timed intervals.

INSTRUCTION MAPPING FORM

		math				reading			
	Instructional Programs								
	Activity								
1									
2									
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