

## **INSTRUCTIONAL PLANS: INTRO, SAMPLES AND FORMS**

### **VTAAP FORM 4: CURRICULUM ACCESS AND INSTRUCTION RECORD**

The Instructional Plan is at the heart of provision of an appropriate learning context. It outlines the essential elements for teaching, and provides a medium for incorporating the many discrete elements associated with instruction. The articulation of the evidence-based instructional strategies, guidelines of expected instructor and student behaviors, and error correction procedures are critical components of the Instructional Plan. Also identified in the Instructional Plan are the learning targets, data collection system, and necessary supports and materials.

#### REASONS FOR WRITING INSTRUCTIONAL PLANS

1. To make sure everyone who is implementing the program does it the same way, discouraging trial-and-error behavior
2. To make sure people are being consistent with their own work, each time
3. It provides a format for recording agreed-upon components in a transparent way, so that discrepancies can be noted and changed
4. To make decisions about an intervention, you have to be very sure about what is and what is not part of the program
5. Allows the primary instructor to involve other team members in the instruction, quickly, easily and accurately
6. The program can be shared with new staff (substitutes, new IA) and passed from school to school and program to program
7. It helps identify specific areas of the program that need to be changed, making them easier to spot.
8. In order to report valid instructional outcomes, you need to document your starting circumstances and process.
9. IDEA 2004 requires EBP, and Evidence-Based Practice means measuring, which means before and after information – dated, signed and filed.
10. Makes Alternative Assessment, IEP progress reports, and other required documentation easier, more reliable.

## INSTRUCTIONAL PLAN #1

### Program Name

Wording should be short, descriptive, and related to the GE target skill(s).

### Date Created (or revised)

### Instructors(s)

Who will implement the program?

### Setting(s)

Where or during which activities will the program be implemented?

### Materials and Supports

What materials are necessary to participate in this program? What Assistive Technology tools (low to high tech) and strategies will be used?

### Method

How will the skill be taught? Using a task analysis, clearly state....

- Instructor will...
- Student will...

Also include what the Instructor should do if the student makes, or attempts to make, an error.

### Supplemental Materials

What supports are necessary to implement the program?

Include copies or pictures of these items if appropriate.

### Student Data Form

- Describe student's observable, measurable behavior
- Record level of prompting required to complete each step of the program

INSTRUCTIONAL PLAN #1 – BLANK FORM

**Program Name:** \_\_\_\_\_ (GE)  
**Instructional Program**

*Date Created:* \_\_\_\_\_

*Instructor(s):* \_\_\_\_\_

*Setting(s):* \_\_\_\_\_

*Materials and Supports:*

*Method:*

The Instructor will...

If student makes an error, the instructor will...

The Student will...

*Supplemental Materials* (attached)

*Performance Data Sheet* (attached)

INSTRUCTIONAL PLAN #2 – BLANK FORM

(name of GE target(s)) *Instructional Plan*

<b><i>Date Created / Updated</i></b>	
<b><i>Created by</i></b>	
<b><i>Targets</i></b>	
<b><i>Instructor(s)</i></b>	
<b><i>Setting(s)</i></b>	
<b><i>Materials</i></b>	
<b><i>Seating/Positioning</i></b>	
<b><i>Permissible instructional prompts or cues specified</i></b>	<i>Independent, Visual, Spoken, Partial Physical, Full Physical</i>
<b><i>Error correction procedure specified</i></b>	

***Method:***

	Instructor will...	Student will...
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

***Student Progress Monitoring:***

<b>Information Collected</b>	<b>By whom?</b>	<b>How?</b>	<b>When?</b>

INSTRUCTIONAL PLAN 3 – SCRIPT

**Today the student is able to 1.**

*simple statement about student's current abilities for the targeted skill (aka PLP)*

**By this time next year, I want him/her to be able to 2.**

*what the student will do, and how well*

I have thought about what I know about his/her learning style, interests, and strategies that have worked in the past. I have also identified interventions that are based on peer-reviewed research when possible. The specialized instruction will be described clearly enough that another person could easily determine, through observation, if the program was being provided.

**I have chosen to teach this skill by 3.**

*state the specific techniques, methods or program components that you will be using.*

**The program will be implemented in 4.**

*settings, environments*

**The specialized materials required for learning include: 5.**

*list materials, tools, adaptations or supports necessary to participate in this teaching strategy*

**The activities that will be the context for learning will be 6.**

*name the activities or tasks into which the instruction will be embedded*

**I  am using 1:1 pull-out instruction because 7.**

*state rationale for using a more restrictive setting*

**I plan to use a more generalized context when 8.**

*state the criteria for extending the instruction to more natural contexts*

I recognize that teaching provides the student with an opportunity to learn something new, so errorless practice is important and should be used more than testing (e.g. right/wrong) methods.

**I will  be using an errorless learning approach.**

**I will not  be using an errorless learning approach because 9.**

*explanation of how errors will be beneficial or not detrimental to learning*

**When the student makes mistakes, I will 10.**

*explanation of cues and prompt hierarchy and system for fading or what is the error correction procedure you'll use to ensure instruction is not trial and error.*

**The specific skills I am teaching are 11.**

*list individual actions or other observable responses that you are looking for*

**These skills will be recorded by 12 every 13 .**

*describe type of data collection, form, plus schedule of data collection*

**The people who will be implementing this instruction will be 14 .**

*who, including yourself if applicable, will teach using this program.*

**I will supervise them by 15 every by 16.**

*method of providing feedback to other instructors plus schedule of supervision.*

**I will keep track of how often the program is implemented by 17 so that I know enough instruction has taken place to support the expected learning.**

*when, in the day or week, will the program be implemented and how will this be monitored*

**I will regularly look at the data sheets and determine if the student's rate of progress will likely result in meeting the goal at year's end. If s/he is not making the expected progress, I will 18**

*what is the plan if the program does not seem to be effective*

## INSTRUCTIONAL PLAN 3 – BLANK SCRIPT

1. current abilities for targeted skill (aka PLP)

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2. performance target

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3. teaching methods

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4. settings/environments

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5. materials, supports

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6. activities/tasks

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7. rationale for restriction

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8. generalization plan

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9. explanation for errors

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10. error correction procedure

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11. measurable, observable responses

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12. data collection system

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13. data collection frequency

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14. instructors

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15. supervision plan

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16. supervision frequency

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17. implementation plan

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18. data analysis and interpretation

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