**Figure 9.2.** Learning and participation planning form with fidelity of implementation scale

Inclusion in a general education classroom means more than just being physically present. It means presuming students’ competence, welcoming them as valued class members, supporting their full participation in general education instruction based on the core curriculum, supported by effective collaborative teaming and administrative leadership. This form supports the planning process and should be used by students’ teams when they have regular instructional planning meetings. The forms expand as you type and you can customize them for your student’s specific needs.

**Part 1: Learning Objectives, Instructional Routines, and Assessment Plan**

Completing Part 1 of the form answers four questions: “What do we want this student to know and be able to do at the end of this week?” “How will we assess him/her?” “What materials will need to be adapted to support her full participation and learning?” “What instructional routines will be used by the teacher during the following week?”

**Part 2: Routines Based Participation Plan**

Completing Part 2 of the form answers the questions “What supports does this student need to fully participate in frequently occurring general education instructional routines taught by the general education teacher in the general education classroom?” and “Which team members are responsible for preparing supports in a timely manner and supporting the student to use them during instruction?” This form needs to be created for each of the recurring instructional routines that the student’s teacher uses such as whole class discussion, whole class lecture with note taking and so forth. For Part A of the form, general education teachers describe what participation in each routine looks like for the typical students. This information goes in Column 1 and is the reference point for what the focus student’s participation should look like. Then the rest of the columns in Part A represent the supports the student needs to fully participate and learn in that routine. Customize the columns for the most important supports your student needs. Part B of this form guides planning and programming AAC devices and lite-tech communication materials. Part C of the form summarizes the accessible instructional materials the student needs in the instructional routines. Part D of the form guides planning for students who have Cortical Visual Impairment (CVI). Parts B and D are only used for students who have specific AAC and CVI needs.

**Assessing Fidelity of Implementation of Supports**

At the end of the week or the time period for which learning and participation plans were developed, the team assesses the fidelity of implementation of their planned supports using the following scale.

1 = Supports provided accurately and consistently 75% - virtually 100% of the time

2 = Supports provided accurately and consistently 50% - 75% of the time

3 = Supports provided accurately and consistently 25% - 50% of the time

4 = Supports provided accurately and consistently less than 25% of the time

Rate each planned support by entering the appropriate number next to the support on the form, like this:

“Position the AAC device no more than 25% to the left or right of midline and between the student’s eyes and chin.”1

**Part 1: Weekly Learning Plan**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part A: Learning Objectives, Homework, and Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Objectives** **from General Education Standards** | **Learning Objectives for the Focus Student** | **Homework & Assessments for Typical Students** | **Homework & Assessments for Focus Student** |
| **Big ideas:**  **Knowledge:**  **Vocabulary:**  **Skills:** |  |  |  |

**Part B. Daily Instructional Routines**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| * Whole class instruction * Whole class discussion * Small group discussion/problem solving * Individual seatwork * Presentation * Lab experiment * Reading * Writing * Math problem-solving | * Whole class instruction * Whole class discussion * Small group discussion/problem solving * Individual seatwork * Presentation * Lab experiment * Reading * Writing * Math problem-solving | * Whole class instruction * Whole class discussion * Small group discussion/problem solving * Individual seatwork * Presentation * Lab experiment * Reading * Writing * Math problem-solving | * Whole class instruction * Whole class discussion * Small group discussion/problem solving * Individual seatwork * Presentation * Lab experiment * Reading * Writing * Math problem-solving | * Whole class instruction * Whole class discussion * Small group discussion/problem solving * Individual seatwork * Presentation * Lab experiment * Reading * Writing * Math problem-solving |
| **Other Information about Daily Lessons** | | | | |
|  |  |  |  |  |

**Part C. Vocabulary for Augmentative Communication**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Target**  **vocabulary**  **word** | **Is it already on the device?**  **Where is it?** | **Will student use this vocabulary for general communication after the unit?** | **What are already existing words that can be used to describe the target vocabulary word?**  **Are these words that can be used for other activities?** | **Should target word be programmed on to device?**  **If yes, where should it go?** | **Sentence starters?** | **Light tech format?** |
|  |  |  |  |  |  |  |

**Part D. Accessible Instructional Materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Text** | **Worksheets** | **Tools/Equipment/ Technology/Software** | **Graphic Organizers** |
| **Class/Typical Students** |  |  |  |  |
| **Focus Student** |  |  |  |  |

**Part E: CVI Supports**

|  |  |
| --- | --- |
| * Color * Movement * Latency * Visual fields * Complexity | * Light * Distance * Visual Novelty * Visual motor * Visual reflexes |

**Part 2: Participation Support Plan for [FILL IN BLANK] Routine**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What are Typical Students Doing to Participate in this Routine?** | **Supports for the Student’s Participation in the Instructional Routine** | | | |
| **Communication Supports** | **Peer Supports** | **Assistive Technology** | **Sensory Supports** |
|  |  |  |  |  |