

## Instructional Program Template

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### Goals/Objectives:

Are goals/objectives based on family priorities, meaningful to the student, observable, measurable, and specific?

*Annual Goal:* [Student] will [read independently] for [20 min.] on [4 of 5 days], by [June].

### Short-Term Objectives:

1. Given [Time-Timer clock, books of interest, written at his independent reading level], [student] will [read independently] for [5 min.] on [4 of 5] days by [November].
2. Given [Time-Timer clock, books of interest, written at his independent reading level], [student] will [read independently] for [10 min.] on [4 of 5] days by [February].
3. Given [Time-Timer clock, books of interest, written at his independent reading level] student will [read independently] for [15 min.] on [4 of 5 days] by [April].
4. Given [Time-Timer clock, books of interest, written at his independent reading level], student will [read independently] for [20 min.] on [4 of 5] days by [June].

### Accommodations:

What materials, equipment, student:teacher ratio, etc. does the student need to increase likelihood of success?

### Teaching Methods:

#### *Antecedents:*

What motivates or inspires the student?

What teaching methods will be most effective given what you know of the student, her/his learning style, and the skill to be taught?

#### *Consequences:*

##### Success:

What will happen if the student responds correctly?

What do you know about the student that will increase chances of success as a result of instruction? Keep in mind what motivates (s/he expects to be successful, s/he understands how the skill can make a difference in her/his life, the environment can be flexible enough to provide the supports the student needs).

*Consequences (cont.):*

Correction:

What will happen if the student responds incorrectly?

What do you know about the student and the student's learning style that would provide the most effective feedback system?

**Instructional Procedures:**

How will this skill be taught?

Will instruction look the same for each objective? If not, describe those differences here.

Who else on the team has expertise in designing instruction for a particular goal area and could take the lead?

**Plan for Measuring Student Progress**

Are the short-term objectives specific and detailed enough to design a data collection system?

Have you considered involving the student in his/her monitoring system?

Have you clarified the system so that anyone can collect the data?

*Data Collection System*

Have you created a data collection system that shows clearly what behavior you are monitoring and in a way that is simple, easy to score, and is appropriate for the target behavior?

*Graph*

Have you designed a graph that is easy to interpret and provides a clear, visual picture of the data regarding the student's progress to facilitate decision-making?

*Evaluate the instructional program*

Do team members meet regularly to review program data and make adjustments in programs as the data indicates are needed?

**Plan for Infusing Specialized Instruction into General Education Curriculum**

Is there a plan for how this student will practice these skills within the context of general education or community environments?

Does the team have access to processes that support the development of lesson adaptation plans?