

### Intensive Instruction Plan: Directions for Completion

<i>Section</i>	<i>Directions</i>
<b>Demographics</b>	Complete all information. Start Date for Instruction is date <u>instruction</u> begins.
<b>Team Members and Role</b>	The team may include student, parent, teacher, administrator, support staff, and others. It must include an AEA staff person.
<b>Parent Input</b>	Parent(s) should be included in all stages of the process. Summarize the parent's engagement in the process (e.g., phone calls, emails, and/or meeting attendance).
<b>Meeting Dates</b>	Indicate the dates the team met or will meet to review the plan. Provide a brief description of any decisions made.
<b>Current Student Performance and Focus of Instruction</b>	<p>Specific area of <u>instructional focus</u> (may be for skill levels below or above performance expectations):</p> <ul style="list-style-type: none"> <li>State the area of instruction (skill) to be supported (e.g., oral reading fluency, math computation, extended learning opportunity, and task related behavior).</li> </ul> <p><u>Current level of performance:</u></p> <ul style="list-style-type: none"> <li>Use best practices to gather baseline data (e.g., representative, repeated measures over time).</li> </ul> <p><u>Expected level of performance and comparison used:</u></p> <ul style="list-style-type: none"> <li>State the acceptable level of performance (numeric) and the source upon which this expectation is based (e.g., AEA norms, building norms, national norms, developmental norms, peer performance, and school/district expectations).</li> </ul> <p><u>Difference between current and expected performance:</u></p> <ul style="list-style-type: none"> <li>Document the difference between the student's actual performance and the expected performance.</li> </ul> <p><u>Student strengths:</u></p> <ul style="list-style-type: none"> <li>Identify specific strengths related to the area of instruction; use the strengths to support the design of the instructional plan.</li> </ul> <p><u>Multiple sources of data:</u></p> <ul style="list-style-type: none"> <li>Document multiple data sources that are related to area of instructional focus.</li> </ul> <p><u>Other factors:</u></p> <ul style="list-style-type: none"> <li>Document instruction, curriculum, environment, attendance, educational history, health and ecological factors (race, ethnicity, culture, language, or life circumstances) that affect the student's performance. It is recommended that the team use the ICEL worksheet or other locally developed tool to summarize this information.</li> <li>If the student has other educational needs that warrant a separate instructional plan, please indicate this here along with the date the plan originated.</li> </ul>
<b>Goal</b>	<p>Write a goal to indicate the intended outcome of the instruction, including direction and extent to which the skill is to be changed. State the goal in specific, observable, and measurable terms.</p> <ul style="list-style-type: none"> <li>If behavior, give specific examples and what will and will not be measured (see non-examples training materials, if needed). Consider data from multiple sources (Functional Behavior Analysis, Curriculum Based Evaluation, Behavior Intervention Plan and ICEL).</li> </ul>
<b>Instructional Plan and Decision Making Process</b>	<p><u>Strategies and Materials:</u></p> <ul style="list-style-type: none"> <li>Describe research-based strategies and materials to be used.</li> <li>Indicate the frequency and length of time the instruction will occur, and the person(s)/role(s) responsible for implementation.</li> </ul> <p><u>Data Collection Strategy:</u></p> <ul style="list-style-type: none"> <li>Indicate person/role responsible for collecting data, the method for data collection, the frequency of data collection, and the data collection conditions (e.g., setting, group size, time, and materials).</li> </ul>

	<p><u>Decision Making Plan:</u></p> <ul style="list-style-type: none"> <li>• Indicate how often the data will be reviewed; the team may want to include specific dates of scheduled meetings. Indicate what decision making rule will be used to determine the effectiveness of the instruction (refer to training materials that describe these rules, if needed).</li> <li>• There is not a set number of data points required for making instructional decisions. Best practice indicates that decisions are made based on research, consideration of phase changes, rigor of data sources, integrity of implementation and the significance of the decision.</li> </ul> <p><u>Monitoring Plan:</u></p> <ul style="list-style-type: none"> <li>• Indicate person/role responsible for monitoring the implementation of the plan as designed and the specific method(s) used (e.g., implementation logs, conferences with teacher, observations, attendance records).</li> </ul> <p><u>Document changes to the instructional plan:</u></p> <ul style="list-style-type: none"> <li>• Indicate all changes in any of the above areas (phase changes) on the plan <u>and</u> the graph.</li> </ul>
<p><b>Instructional Status and Team Recommendations</b></p>	<p>Indicate date of this status and recommendation review.</p> <p><u>Implementation and monitoring:</u></p> <ul style="list-style-type: none"> <li>• Review specific methods for monitoring implementation of the plan. Determine if plan was implemented as designed.</li> </ul> <p><u>Student level of performance after implementation:</u></p> <ul style="list-style-type: none"> <li>• Indicate the student's level of performance following instruction.</li> </ul> <p><u>Discrepancy:</u></p> <ul style="list-style-type: none"> <li>• Check one. Review expected level of performance. Consider the level of performance after the instruction, rate of acquisition, and indicate whether this level is less discrepant, more discrepant, or the same. Indicate if there was insufficient data for decision making.</li> </ul> <p><u>Team recommendations:</u></p> <ul style="list-style-type: none"> <li>• Check the statement(s) that best indicate the recommendations made regarding the status of the instruction. If the team is considering a need for a Full and Individual Evaluation, the Intensive Instruction Plan should continue or be revised.</li> </ul> <p><u>Summary:</u></p> <ul style="list-style-type: none"> <li>• Indicate follow-up steps and activities for continued student support and/or transitions.</li> </ul>