



INTENSIVE INSTRUCTION PLAN—SUPPORT SERVICE EXAMPLE (OT)

Student Name: <i>Lucy Edmunds</i>	Date of Birth: <i>09-18-00</i>	Start Date for Instruction: <i>11-10-06</i>
Building/District: <i>Walker Elem/Lincoln School District</i>	Grade: <i>First</i>	

Team Members and Role:			
Name	Role	Name	Role
<i>Iris Edmunds</i>	<i>Mother</i>		
<i>Parker Ellis</i>	<i>Teacher</i>		
<i>Mara Klein</i>	<i>OT</i>		
<i>Eve Moore</i>	<i>Classroom Para</i>		

Summarize parent input and participation: *Mother initiated concern to teacher in September and supported supplemental instruction for hand strengthening via home activities. She is willing to continue home supports and will try to attend all team meetings—prefers meeting times as late in day as possible for work schedule. Mother works closely with community OT.*

List all team meeting dates with brief summary of results: *11-8-06 initial meeting and draft of plan. 12-3-06 reviewed monitoring chart—performance at 45% independent, but mom not seeing success at home—discontinue home practice due to stresses. 1-6-07 team decision to fade visual cues. Progress slightly below trend line but due to locker struggles—strategies supporting growth overall.*

Current Student Performance and Focus of Instruction: What is/are the

specific area of instructional focus? *Self-help skills including coat on/off, opening/closing locker and back pack, and locating classroom materials.*

student's current level of performance? *Needs stand-by, one-to-one adult help for problem solving cues with each of these tasks. Completes tasks independently on average 20% of time.*

expected level of performance? What comparison was used? *Peers require occasional help from teacher or one another. Sampling of 5 peers showed that all were able to complete these tasks independently at least 80% of time.*

difference between current level and expected level of performance? *60% difference*

student's strengths in this instructional area? *Lucy wants to be more independent and is proud when she meets self-help goals.*

multiple sources of data to support development of this plan? *Community OT interventions support using a cognitive coaching and visual cueing approach.*

other factors that may impact the student's performance? *Environmental adaptations and low tech AT, e.g., use of zipper pull and lowering locker hooks, work and should be continued. Lucy does best with repeated practice opportunities and consistency of cues across settings. See ICEL page done by team in Sept 06 for more information.*

Goal: *Given posted visual and sequential cuing prompts, Lucy will put on/off her coat, open/close her locker and backpack, and locate her personal classroom materials independently on 80% of trials for 2 consecutive weeks.*

If area of instructional focus is behavior, the goal must specify alternative behavior skills to be taught. Define the specific behaviors that will and will not be measured (examples and non-examples). *Examples: struggles but completes task; seeks/gets help from peer in order to complete task; functional not perfect results (e.g., backpack may be partially zipped). Non-examples: struggles and discontinues task; seeks/gets adult help; does not attempt task.*

Instructional Plan and Decision Making Process:

<p><u>Strategies and Materials</u></p> <ul style="list-style-type: none"> • Visual cue cards with digital photo images • Cognitive coaching and backward training • Using of timing activities (in form of a race with self) and praise to motivate • Home use of same strategies <p>Phase change: eliminate home practice Phase change: replaced visual cue cards with single word checklist that Lucy keeps at her desk for use if needed</p>	<p><u>Frequency/Length of Time</u></p> <ul style="list-style-type: none"> • OT to work directly with Lucy and classroom para 1x/week for 25 minutes • Para and teacher to provide daily practice in context and 2 separate practice times/week. Approx 10 minutes each • Mother to do daily practice in a.m. or p.m. 	<p><u>Person(s)/Role(s) Responsible</u></p> <ul style="list-style-type: none"> • Mara K., OT • Parker E., teacher • Eve M., para • Iris E., mother
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<p><u>Data Collection Strategy</u></p> <p>Person/role responsible for data collection: Eve M., para</p> <p>Method of data collection: Checklist developed by OT</p> <p>Frequency of data collection: 3 times per week in both a.m. and p.m. M-W-F if possible, but can do on alternate dates if classroom situation hectic.</p> <p>Data collection conditions: With morning and end of day transition times.</p>	<p><u>Decision Making Plan</u></p> <p>Frequency of data review: Weekly charting and review by OT. Review each three weeks with team.</p> <p>Decision making rule: <input type="checkbox"/> Four Point Decision Making Rule <input checked="" type="checkbox"/> Trendline Analysis <input type="checkbox"/> Other (explain)</p> <p><u>Monitoring Plan</u></p> <p>Method to monitor implementation of the plan: OT check for para and teacher understanding of strategies weekly. Leave written directions. Teacher to supervise para implementation.</p> <p>Person(s) responsible: OT and teacher</p>
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Document the change(s) to the instructional plan in the above boxes and on the performance monitoring chart.

Instructional Status and Team Recommendations:

Date: 01-27-07

Was the instructional plan implemented and monitored as intended? Yes.

What is the student's level of performance following implementation of the instructional plan? Able to complete self-help tasks independently on 68% of trials for two weeks. Shows greatest independence with coat, backpack, and locating classroom materials (reached 80% goal). Needs greater support for using locker (independent 40% of time).

What is the discrepancy between this performance and the expected level? Include rate of acquisition information when appropriate.

X Less discrepant More discrepant Same Insufficient data

Team recommendation(s) (check all that apply):

- Discontinue intensive instruction plan
- X Revise instruction from intensive to supplemental
- Continue the intensive instruction plan
- Revise the intensive plan
- Consider need for special education through a Full and Individual Evaluation

If follow-up steps or activities are needed, briefly summarize here. See attached documentation of strategies that Lucy uses best. Share these with her future second grade teacher. Teacher and para comfortable continuing with locker practice. May consider environmental adaptation for locker, but want to honor Lucy's desire to do without this. Teacher will contact OT if he needs future collaboration.

