

Figure 1. Amanda’s Routines-Based Planning Form for Science Lecture

Column #1	Column #2	Column #3	Column #4	Column #5
All students are participating in _____ (instructional routine).	Students without disabilities do _____ to participate.	Will the target student use the <i>same</i> or an <i>alternate</i> form of the column #2 “do?” in order to participate?	What <i>supports</i> will it take for the target student to do the behavior described in column #3?	What <i>planning and preparation</i> is needed by the team so that the supports are provided accurately and consistently?
All students are taking notes during a teacher lecture.	<ul style="list-style-type: none"> • Sit in seat • Listen to teacher lecture • Look back and forth from the overhead projector to their notebooks • Write key points of the lecture in their notebooks 	<ul style="list-style-type: none"> • Alternate • Alternate • Alternate • Alternate 	<ul style="list-style-type: none"> • Seat at front of room • Scheduled walk-around breaks • Laptop or i-Pad for taking notes • Adapted writing software on laptop and guided notes 	<ul style="list-style-type: none"> • Talk with teacher about Amanda’s desk location – special education teacher • Model how to give Amanda breaks – special education teacher • Purchase laptop or i-Pad – special education teacher • Load software on device; provide guided notes; teach paraprofessional to support Amanda to use it – speech-language pathologist and occupational therapist

	<ul style="list-style-type: none">• Ask teacher clarifying questions about the lecture	<ul style="list-style-type: none">• Alternate	<ul style="list-style-type: none">• Aided language board with science vocabulary and pictures	<ul style="list-style-type: none">• Create aided language board – paraprofessional with advice from classroom teacher and special education teacher
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