

Figure 2. Tomas’ Routines-Based Planning Form for Self-Selected Reading

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 participating in self-selected reading	<ul style="list-style-type: none"> • Listen to and follow teacher directions • Look through book bins • Pick up book and return to desk • Turn pages • Track text with fingers and/or eyes 	<ul style="list-style-type: none"> • Alternate • Same “do” with adapted books • Same • Same • Alternate 	<ul style="list-style-type: none"> • Social story/task card • Bin containing high interest books • Same • Same • Paraprofessional tracks text with finger 	<ul style="list-style-type: none"> • Social story/task card – special education teacher • Put high interest books in Tomas’ bin – kindergarten teacher • Teach paraprofessional how to track text – speech language pathologist

	<ul style="list-style-type: none"> • Ask questions and make comments • Read with understanding 	<ul style="list-style-type: none"> • Alternate • Alternate 	<ul style="list-style-type: none"> • Augmentative communication device to ask questions • Aided language board to enhance comprehension 	<ul style="list-style-type: none"> • Program communication device with comments/questions related to the story - speech-language pathologist • Create aided language board – paraprofessional with special education teacher supervision
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