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| STEPS |  QUESTIONS  | PLANS |
|  1  | Describe important, frequently occurring activities that provide embedded opportunities for the student to develop and use priority skills. *Include when, where, and with whom they take place.* |  |
| 2  | Identify existing barriers that make the performance of the skills or participation in these activities difficult or impossible for the student. |  |
|  3  | Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student’s ability to develop targeted skills within the activities. *Provide viable options for performance.* |  |
| 4  | Determine additional strategies, accommodations, or modifications which will be used to encourage the student’s participation in the activity to be more active and powerful. |  |
|  5  | Determine when and how tools and strategies will be used within the activity. *Under what conditions? When what happens?* |  |
| 6  | Describe cues to be used to support student learning and success. *Include strategies for fading cues.* |  |
| 7  | Describe the major area(s) of expected change (*Communication, participation, productivity*) and ways in which change is expected to occur. *(independence, rate, accuracy, quantity, frequency, spontaneity, duration, etc.)* |  |
| 8  | Describe what successful participation in this activity or use of this skill “looks like” for this student in an observable, measurable way. *What is the minimum performance criterion for success?* |  |
| 9  | What factors might undermine reaching success? *How will they be captured in the data?* |  |
| 10  | Determine what, when how, and by whom data will be collected and analyzed for evidence of change? *What will it take to convince you and others that the student is making progress?* |  |
| 11  | Under what conditions will this plan be modified if data indicates a need for modification? How and by whom will these decisions be made? *If change in the plan is indicated, is it in the tool(s), strategies, cues, skills, tasks, or other dimension?* |  |
| 12  | Determine action steps. What will be done by whom? By when? Evidence?  |  |