



Instructional Planning Process

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Section One: Student Information

Directions: Report student information and assessment results. Additional reports can be linked or summarized.

Name:

School/Grade:

Reading Level/Academic Courses:

Extracurricular Activities:

Community Involvement:

Other:

Medical History:

Assessment Results

Directions: Limit to 1,400 characters or link to full report.

Functional Vision Assessment (FVA)

Learning Media Assessment (LMA)

Orientation and Mobility Assessment

Section Two: Statements for Consideration

Directions: Consider the following statements. Describe the need and what information the team must gather. Limit to 850 characters.

The student has immediate needs.

Yes No

The student has access to the school curriculum.

Yes No

The student needs instruction in ways to access their curriculum. (For example, braille, improving listening comprehension, or technology skills.)

Yes No

The student needs support for mental/emotional health.

Yes No

There are additional medical concerns. (For example, upcoming surgeries or therapies, possible effects of medications.)

Yes No

The student needs to travel within the home, school, and community.

Yes No

The team has additional concerns.

Yes No

Section Three: Prioritization of Instructional Needs

Directions: Use the expanded core curriculum categories to begin to identify and prioritize instruction. Does the area or sub-area need to be addressed within the first 30 days, 1 year, or within 3 years? Choose the location of where there is an instructional need and write the location in the corresponding time box. Add comments about the instructional need.

Curriculum Access: Reading

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Curriculum Access: Writing

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Curriculum Access: Listening

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Orientation and Mobility

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Assistive Technology

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Compensatory Skills

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Independent Living Skills

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Recreation and Leisure

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Social Skills

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Career Education

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Sensory Efficiency

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Self Determination

Instructional Need: Home School Community N/A

Time	Brief Summary of Instructional Needs
30 Days	
1 Year	
3 Years	

Section Four: Assistive Technology (AT)

Directions: Answer the questions as they relate to identifying the instructional needs for AT. Limit to 850 characters.

AT Identification

What technology is the student expected to use for school, home, or community involvement? (For example, online learning platform, keyboard, computer, Wi-Fi.)

What technology does the student have that can still be used with added features? (For example, phone, computer.)

What does the technology need to do for the student?

What special features does the device need to have?

AT Instructional Needs

What instruction is needed for additional features of current devices?

Are there new devices that would be beneficial?

Team Considerations: Budget, trial periods, availability of equipment, access to Wi-Fi

Section Five: Team Members and Implementation

Directions: Who is responsible for implementation? Indicate the team members, their role, and contact information.

Teacher for the Visually Impaired

Orientation and Mobility Specialist

Resource Room Teacher

Guidance Counselor

Paraprofessional

Specialist

Other (e.g., OT, PT, speech)