# Brandmark of TX CAN - Texas Complex Access Network **INSTRUCTIONAL SUPPORT PLANNING FORM**

This form helps a team specify the student’s individualized learning objectives (TEKS, Essence Statements, or IEP Goals/Objectives) for each general education unit, describes the supports required for the student to participate in that unit's activities, and indicates who is responsible for creating/curating those supports. The form should be completed for each unit within each general education class/subject in which the student needs intensive supports. This means a single student may have several planning forms completed during a team meeting.

**Student:**

**Subject/Course:**

**Unit:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Design** | | | | |
|  | ***What is the student expected to learn? (TEKS)*** | ***Vocabulary*** | ***Lesson Activities*** | ***Materials/Resources*** |
| **General Education Students**  *(GenEd teacher completes before meeting)* |  |  |  |  |
|  | ***What is the student expected to learn? (TEKS, Essence Statements, IEP Goal/Objectives)*** | ***Vocabulary*** | ***Lesson Activities*** | ***Materials/Resources/Supports Needed***  ***(and who is responsible)*** |
| **Student** |  |  |  |  |

|  |  |
| --- | --- |
| **Common Classroom Activities** | |
| ***This section is for supports that can serve the student throughout multiple units and classes, lasting the entire year as long as the activities remain relatively the same. Examples include reading aloud, taking lecture notes, whole class discussions, writing essays, morning meeting, lab experiments, center rotations, warm-ups at cheer practice, etc.***  ***These supports for common classroom activities should be the same as those found in the IEP under accommodations, modifications, or supplementary aids and services. If new supports, other than those already listed in the IEP, are determined to be effective and required for the student to make progress in the curriculum, they should be added through an amendment or at the next annual ARD meeting, depending on the timing. The team may also want to note which IEP goals can be easily embedded into these regular classroom activities.***  ***It’s recommended for the team to plan for these common classroom activities before even starting to plan for units. With these already planned, it increases efficiency - the team can simply carry over common classroom activity supports from form to form if the student still needs them, only adjusting as needed. Edit this table to reflect common classroom activities for your student.*** | |
|  | ***Supports Needed (and who is responsible)*** |
| Activity 1 |  |
| Activity 2 |  |
| Activity 3 |  |
| Activity 4 |  |

This document was designed to accompany the [Supports for Participation training](http://sped.support/scd_online_courses) from TX CAN.

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