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

Student: Maggie P.

Unit: ELAR/GENRE STRUCTURES

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| **Unit Design** | | | | |
|  | ***What is the student expected to learn? (TEKS)*** | ***Vocabulary*** | ***Lesson Activities*** | ***Materials/Resources*** |
| **General Education Students**  *(GenEd teacher completes before meeting)* | TEKS 4.9 – recognize and analyze genre-specific characteristics, structures, and purposes within and across texts | * Informational text * Main idea * Supporting evidence | * Choose informational text to read silently. * Complete outline worksheet for main idea and supporting evidence. | * Various informational text passages * Worksheet/pencil |
|  | ***What is the student expected to learn? (TEKS, Essence Statements, IEP Goal/Objectives)*** | ***Vocabulary*** | ***Lesson Activities*** | ***Materials/Resources/Supports Needed (and who is responsible)*** |
| **Maggie** | * Identify main idea * Use question words (speech) | * Main idea * Who\* * What\* * Where\*   \*stored in device | * Choose informational text to read * Complete summarization sentence (“**Who**” “did **What**” “**Where**”) | * Two adapted text informational passages **MISS N** * text programmed onto recordable switch device to listen to text (read) **MISS N** * Image cards from chosen text **MISS N** * Summary sentence strip **MISS N**   Ex: “Rosa Parks, an African American civil rights leader,” “would not stand up and give her seat to a white passenger,” “on the bus.” |

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| **Common Classroom Activities (apply to all units)** | |
|  | ***Supports Needed (and who is responsible)*** |
| *Direct Instruction* | * Wheelchair placed close to teacher but next to peer - ALL * Communication device on wheelchair mounted right-side - ALL * Visual supports to highlight key vocabulary & processes paired with verbal prompts – MISS N create, MRS H present * Teacher asks “Maggie, do you have a question?” minimum of once per lesson. – MRS H |
| *Discussions* | * Wheelchair placed close to teacher but next to peer- ALL * Communication device on wheelchair mounted right-side- ALL * 10 second wait-time provided before expecting response- ALL * Teacher asks, “Maggie, do you have a comment?” minimum of once per lesson. – MRS H |
| *Reading Tasks* | * Communication device on wheelchair mounted right-side- ALL * Peer read-aloud or pre-recorded switch devices – MISS N program, MRS H present * Use image supports in adapted text – MISS N create |
| *Writing Tasks* | * Communication device on wheelchair mounted right-side- ALL * Point to responses for simple assignments - ALL * Use cards with words or image that can be rearranged for word/sentence-level writing tasks – MISS N create, MRS H present * Communication device hooked to computer via USB for longer writing tasks – MR M initial hookup, MISS B present |

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

2

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