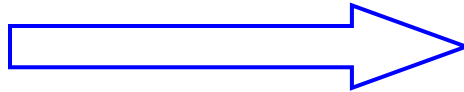


PLANNING MATRIX (a 1ST Grade example)

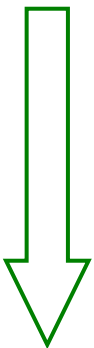
Trevor is a 1st grader who has C.P. He uses a dynavox to speak.

He needs assistance with most of his functional activities. As you can see, many of his IEP goals are met in the regular 1st grade classroom with appropriate supports and services. The ARD committee believed that the spelling period could be better used for other goals/objectives so he is removed from the classroom at that time.

SCHEDULE



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Trevor will...	8:15 a.m. Circle Time	8:35 a.m. Reading	9:00 a.m. Spelling	10:00 a.m. Science	11:30 a.m. Lunch
Use Appropriate voice volume 3 out of 4 times per day	<input checked="" type="checkbox"/> 1, 4,	<input checked="" type="checkbox"/> 2, 4	6,	<input checked="" type="checkbox"/> 2, 4, 5	<input checked="" type="checkbox"/> 1, 2, 4, 5
Use 6-8 Intelligible words in phrases & sentences	<input checked="" type="checkbox"/> 1, 3 3: Dynavox	<input checked="" type="checkbox"/> 1, 3 3: Dynavox	6, 3 3: Dynavox	<input checked="" type="checkbox"/> 1, 3 3: Dynavox	<input checked="" type="checkbox"/> 1, 3 3: Dynavox
Participate in cooperative activity with 2 peers 2 days per week	<input checked="" type="checkbox"/> 1, 3, 4 3: Dynavox	<input checked="" type="checkbox"/> 1, 3, 4 3: Dynavox	6, 3 3: Dynavox	<input checked="" type="checkbox"/> 1, 3, 4 3: Dynavox	
Increase his sight vocabulary by 40 words to total of 240		<input checked="" type="checkbox"/> 2, 3, 4 3: Dynavox	6, 3 3: Dynavox	<input checked="" type="checkbox"/> 2, 3 4 3: Dynavox	

KEY: 1 = As is (w/direction & supervision); 2 = Adapted materials; 3 = Personal assistance (who) or Equipment (what); 4 = Adapted expectations; 5 = Alternative in class; 6 = Alternative setting

NOTE: Goals & objectives can be abbreviated to make it easier to note in the table