### 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Goal Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 a.m.</td>
<td>Circle Time</td>
<td>Use appropriate voice volume 3 out of 4 times per day</td>
</tr>
<tr>
<td>8:35 a.m.</td>
<td>Reading</td>
<td>Use 6-8 intelligible words in phrases &amp; sentences</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Spelling</td>
<td>Participate in cooperative activity with 2 peers 2 days per week</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Science</td>
<td>Increase his sight vocabulary by 40 words to total of 240</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Lunch</td>
<td></td>
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</tbody>
</table>

#### GOALS

**Use appropriate voice volume 3 out of 4 times per day:**

- 1, 4,
- 2, 4
- 6,
- 2, 4, 5
- 1, 2, 4, 5

**Use 6-8 intelligible words in phrases & sentences:**

- 1, 3
- 1, 3
- 6, 3
- 1, 3
- 1, 3

**Participate in cooperative activity with 2 peers 2 days per week:**

- 1, 3, 4
- 1, 3, 4
- 6, 3
- 1, 3, 4

**Increase his sight vocabulary by 40 words to total of 240:**

- 2, 3, 4
- 6, 3
- 2, 3, 4

**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.