Educational Matrix

ACTIVITY	IEP OBJECTIVES	EQUIPMENT/ LEARNING MATERIALS	PERSONNEL	CURRICULUM PROGRAM MODIFICATIONS	INTEGRATED THERAPIES	PARAPROFESSIONAL SUPPORT	COMMUNICATION
ARRIVAL	▪	▪	▪		•	▪	▪
CIRCLE TIME	▪	▪	▪		▪		▪
READING	▪	▪		▪	▪	▪	▪
WRITER'S WORKSHOP		▪		▪	▪	▪	▪
CENTERS	▪	▪	▪	▪	▪		▪
SNACK	▪	▪	▪		▪	▪	▪

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Leffert, A. & Librandi, S., 2000

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SPEECH / LANGUAGE	▪	▪	▪		▪	▪	▪
OCCUPATIONAL THERAPY	▪	▪	▪		▪	▪	▪
MUSIC	▪	▪	▪		▪	▪	▪
PHYSICAL EDUCATION	▪	▪	▪		▪	▪	▪
ART	▪	▪	▪		▪	▪	▪
MEDIA CENTER	▪	▪	▪		▪	▪	▪
COMPUTER LAB	▪	▪	▪		▪	▪	▪
DISMISSAL	▪	▪	▪		▪	▪	▪

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Student IEP Matrix 2005-2006

Activity	Objectives	Supports
THROUGHOUT THE DAY	• Verbalize his feelings to an adult and respond to questions regarding the situation and accept adult redirection • Make a transition or change in routine without getting upset, after being given a warning of an upcoming transition • When upset or worried, Student will utilize a variety of self-regulatory strategies • Keep his hands to himself when he is in close proximity to his peers • Interact with peer during structured and unstructured activities, remaining on topic(as evidenced by his comments, questions, etc.) until task completion • Within small and large group settings, Student will interpret peer's facial expressions and body language and respond accordingly	• Schedule cards • Sensory breaks initiated by para / teacher using break card, then Student initiates • Review of facial expressions / meaning
ARRIVAL	▪ Wait appropriately during transition from one known activity to the next for at least two minutes	• Review of visual schedule
MORNING MEETING	▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Sit appropriately without engaging in disruptive behaviors during group teaching situations ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion	• Visual clues / reminders • Preferential seating
READING WORKSHOP	▪ Remain on task during independent work, completing the assignment ▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Sit appropriately without engaging in disruptive behaviors during group teaching situations ▪ Verbally sequence the steps of an activity or a story ▪ Retell a simple story to highlight critical elements ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion	• Teach in small chunks • Use carpet square • Visual schedules • Ask for frequent feedback • Verbal cue "fix fingers" • Sensory activities prior to fine motor tasks • Weighted lap pad while seated
MATH WORKSHOP	▪ Remain on task during independent work, completing the assignment ▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Sit appropriately without engaging in disruptive behaviors during group teaching situations ▪ Verbally sequence the steps of an activity or a story ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion	• Present instruction in small chunks • Cue expected behavior • Social story (Centers) • Verbal cue "fix fingers" • Sensory activities prior to fine motor tasks • Weighted lap pad while seated
SNACK	• Wait appropriately during transition from one known activity to the next for at least two minutes • Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion	• Cue expected behavior
MUSIC	▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Sit appropriately without engaging in disruptive behaviors during group teaching situations ▪ Verbally sequence the steps of an activity or a story ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion	▪ Verbal reminders of directions / task ▪ Give information in small chunks
CENTERS	▪ Remain on task during independent work, completing the assignment ▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Verbally sequence the steps of an activity or a story ▪ Retell a simple story to highlight critical elements ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion ▪ Color an age-appropriate picture while maintaining a quadripod or tripod grasp for 2-3 minutes ▪ Cut across angled and curved lines within ¼" of the border using Fiskar scissors	▪ Social story ▪ Engage Student by using his name ▪ Present information in small chunks ▪ Verbal cue "fix fingers" • Sensory activities prior to fine motor tasks ▪ Weighted lap pad while seated
WRITING WORKSHOP	• Remain on task during independent work, completing the assignment • Wait appropriately during transition from one known activity to the next for at least two minutes • Verbally sequence the steps of an activity or a story • Retell a simple story to highlight critical elements • Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion • Color an age-appropriate picture while maintaining a quadriped or tripod grasp for 2-3 minutes	• Visual schedule of writing steps • Cues of where to put hands, feet, books • Close proximity to teacher • Verbal cue "fix fingers" • Sensory activities prior to fine motor tasks • Weighted lap pad while seated

Activity	Objectives	Supports
SPEECH / LANGUAGE	▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Maintain conversational topics of a peer's initiation across at least five turns, by responding to topic request and peer's questions, commenting on topic, or asking questions ▪ Verbally sequence the steps of an activity or a story ▪ Retell a simple story to highlight critical elements ▪ Interact with peer during structured and unstructured activities, remaining on topic(as evidenced by his comments, questions, etc.) until task completion ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion ▪ Take part in a turn-taking activity with peers for 30 minutes (without being visually distracted or making unrelated comments) or until task completion ▪ Through the use of graphics, social stories and hypothetical situations, Student will demonstrate understanding of others' perspectives ▪ Within small and large group settings, Student will interpret peer's facial expressions and body language and respond accordingly ▪ Through a choice of strategies (drawing, discussing, social stories) Student will identify and verbalize 2- possible ways a particular problem could be solved	• Paraprofessional facilitation, visuals, praise • Adult facilitation – direct instruction by social worker, generalization in lunch bunch; include paraprofessional in session with social worker for carry over • Log to note sequence so adults can ask right questions • Social stories
OCCUPATIONAL THERAPY	▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Color an age-appropriate picture while maintaining a quadripod or tripod grasp for 2-3 minutes ▪ Cut across angled and curved lines within ¼" of the border using Fiskar scissors ▪ Attend to fine motor activities at the table for at least 5 minutes	• Hand over hand assist • Verbal cues to "fix fingers" • Sensory activities prior to fine motor tasks • Weighted lap pad while seated
SOCIAL SKILLS	▪ Through the use of graphics, social stories and hypothetical situations, Student will demonstrate understanding of others' perspectives ▪ Within small and large group settings, Student will interpret peer's facial expressions and body language and respond accordingly ▪ Through a choice of strategies (drawing, discussing, social stories) Student will identify and verbalize 2- possible ways a particular problem could be solved	•
ART	▪ Remain on task during independent work, completing the assignment ▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Sit appropriately without engaging in disruptive behaviors during group teaching situations ▪ Verbally sequence the steps of an activity or a story ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion ▪ Color an age-appropriate picture while maintaining a quadripod or tripod grasp for 2-3 minutes ▪ Cut across angled and curved lines within ¼" of the border using Fiskar scissors	• Directions when transitioning from one activity to the next • Frequent reminders to focus / sit still • Verbal / visual model • Paraprofessional support as needed • Verbal cue "fix fingers" • Sensory activities prior to fine motor tasks • Weighted lap pad while seated
LUNCH / RECESS	▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Verbally sequence the steps of an activity or a story ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion	•
PHYSICAL EDUCATION / PE	▪ Wait appropriately during transition from one known activity to the next for at least two minutes ▪ Sit appropriately without engaging in disruptive behaviors during group teaching situations ▪ Verbally sequence the steps of an activity or a story ▪ Expand on the classroom activity / theme, by comments questions, or requests, remaining on task until completion	• Visual schedule • Cues to keep hands and feet "quiet" • Cue expected behavior before activity begins
DISMISSAL	▪ Wait appropriately during transition from one known activity to the next for at least two minutes	• Cue expected behavior

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