Assessment and IEP Planning

- **Student clinical exams**
  - vision, audiological, etc.
- **Functional assessments complete**
  - CVI, FVA, LMA, etc.
- **Accommodations into IEP**
- **Assessment of prior knowledge/skill**
  - with consideration for required accommodations
  - What can the student currently do?
- **Present Levels of Performance**
  - What is/are the...
    - Targeted skill?
    - Accommodations?
    - Prompts?
    - Baseline measurements?
    - (For example: % accuracy, frequency, duration, rate and intervals)

Lesson Plan Design

1. **Step 1: Logistics**
   - What is the...
     - IEP objective being addressed?
     - Activity? Is it meaningful?
     - Prompt type and levels?
     - Criteria for increasing and decreasing prompt?
   - Create a data sheet specific to the objective being measured.

2. **Step 2: CVI Considerations**
   - With whom?
   - Environment: Does the environment support visual access?
   - Timing: How does this particular time of day affect visual access?
   - Materials: Are the materials and presentation visually accessible and support multisensory use?
   - How: What are the instructional procedures?
   - What are you asking the student to do?

3. **Step 3: Reliable Response**
   - How will the student respond? (point, reach, take, place, look, speak, write, etc.)
   - What does a correct response look like?
   - What does an incorrect response look like?
   - How will the student show attention and comprehension?

4. **Step 4: Reinforcement**
   - What is the reinforcement system?
   - What is my response when the student is correct?
   - What is my response when the student is incorrect?
   - Where does a prompt come in?
   - How will the student gain feedback?

Begin Instruction

Data and Ongoing Monitoring

- Document response on data sheet
- Detail when prompts were required
- Consistently analyze and evaluate data to measure regression, plateau, or skill increase.

*If something is not working, change it! Go back to Step 1.*