

(Revised 8/10)
Proposal for Instructional Plan
Academic Plan
Brianna Amoscato

Student: Mark

Site Pittsburgh Public School

Title _____

1. Background/Planning

Mark is five years old although he looks extremely mature for his age. He did receive early intervention services when younger. Mark has a lot of energy and labels objects with ease. Unfortunately, he has a very difficult time sitting down during his Manding sessions so the teachers almost never are able to get through his material. Recently, he has this habit of throwing himself onto the floor and saying “No” really loudly when he doesn’t want to do something; he can become very obstinate if not motivated by the activity that is presented to him. That being said, when you point to objects and people within the room outside of a normal Manding session, he is able to label them correctly and efficiently.

2. Objective:

When shown a letter flashcard (with pointer finger) out of an array of four flashcards and given the verbal prompt “Mark what is this letter?” Mark will be able to correctly identify 26 lower case letters with 100% accuracy.

3. Learner Description

Michael is new this year and came from a regional kindergarten classroom in the Pittsburgh Public School system. It was reported in his IEP that he is able to count to 10 and identify letters of the alphabet. However, his responses are often inconsistent. His current goals include expressively and receptively labeling all capital letters as well as expressively and receptively responding to and identifying a mastery list of numbers 1-30.

4. Rationale

Due to the fact that Mark’s current IEP goal is to expressively and receptively label all capital letters, the teacher and I have agreed that it would be best to start working on Michael’s ability to receptively and expressively label all lowercase letters. Currently, he is able to match some of the upper case to the lower case letters, but he is not able to expressively label the lower case letters. Learning the letters of the alphabet is a goal that is commonly used in kindergarten and is an important prerequisite for learning how to read and write.

5. Scheduling.

This activity will take place every Monday and Wednesday in the morning before lunch and special after a Manding session. Data will be collected from the first weeks in February until the end of April.

6. Arrangements: where is it occurring

Mark will sit with his back towards the window and the rectangle table pushed close to him so he cannot run around. The teacher will sit close to him but somewhat across from his so that she is able to make eye contact with Mark when working with the flashcards. The teacher will place the data collection sheet to the left of the flashcards.

7. Instructional Procedures:

The teacher will use an increasing assistance prompt hierarchy with Mark. Initially, the teacher will directly prompt Mark to say the letter. "What letter is this?" If Mark is unable to say the letter, the teacher will say the letter and then have Mark repeat the letter. "This is C. Say C"

8. Task Analysis (If Applicable, Attach)

No task analysis is needed for this instructional plan

9. Measurement (Attach Data Sheet)

Each letter of the alphabet will be included on the data sheet. The student will either receive a + for yes (no prompts, identified the letter correctly) or a – (prompts needed/incorrectly identified letter). At the end of the data collection, the teacher will count up the number of letters identified correctly and divide this by the number 26 to get the percentage of letters correct for that particular session.

10. Maintenance:

The teacher will continue to work with Mark in identifying lowercase letters during cold probes as well as on Thursday and Friday when I am not in the classroom.

11. Generalization: school, home and community

The goal is that hopefully Mark will be able to identify lowercase letters as well as he identifies capitalized letters. Eventually, it would be excellent if Mark could work on identifying letters as they appear in words rather than just identifying the isolated letter as it is presented on the flashcard. This will help to build Mark's confidence so that he is able to approach academic tasks with a more positive attitude.

12. Other Pertinent Planning Information

It is important that Mark's parents are aware of the instructional plan being carried out within the classroom. The teacher (me) will send a letter home to the parent's explaining the current goal so that the parents can also work on this goal at home to supplement the work being carried out in the classroom.

