Activity-Based Implementation and Evaluation Plan

Student's Name: _____ **Date:** _____

Planning and Implementation Team Members:

_____

_____

Process for Developing Collaborative Implementation and Evaluation Plans

• **Review the student's IEP and identify priority skills.**

• **Part I: Develop the Implementation Plan**

_____ Describe important, frequently occurring activities that takes place in the student's customary learning environments that will provide embedded opportunities for the student to develop and use priority skills. Describe when, where, and with whom they take place.

_____ Specify exactly which skills will be targeted in the selected activities.

_____ Identify existing barriers that make the performance of the skills or participation in the activities difficult or impossible for the student.

_____ Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities.

_____ Determine additional strategies, accommodations, or modifications that will be used to encourage the student's involvement to be more active and powerful.

_____ Describe when and how tools and strategies will be used within the activities.

_____ Determine cues to be used to support the student's learning and success.

• **Part II: Include Evaluation of Effectiveness in the Plan**

_____ Determine the major area(s) of expected change in student performance and identify expected to change.

_____ Describe what successful participation in these activities or use of these skill(s) looks like? (What is minimal acceptable performance for this student?)

_____ What factors might undermine the student's progress?

_____ Determine how, when, and by whom data will be collected and analyzed as evidence of change. (What will it take to convince you and others that the student is making progress?)

Part III: Determine action steps for implementation and evaluation (What must be done to put this

in place? Who will do it? When?

PART I: PLAN FOR IMPLEMENTATION

- **Review the student's IEP and identify priority skills to be developed.**

- **Describe important, frequently occurring activities that take place in the student's customary learning environments that provide embedded opportunities for the student to develop and use priority skills. Include when, where, and with whom those activities take place.**

Activity(ies): _____ **Frequency of Occurrence:** _____

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- **Specify exactly which skills will be targeted in the selected activities. (Draw from IEP goals and objectives)**

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- **Identify existing barriers that make the performance of the skills or participation in these activities difficult or impossible for the student.**

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- **Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities.**

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- **Determine additional strategies, accommodations, or modifications which will be used to encourage the student's involvement to be more active and powerful.**

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- **Describe when and how tools and strategies will be used within the activity.**

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- **Determine cues to be used to support the student's learning and success.**

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PART II: PLAN FOR EVALUATION OF EFFECTIVENESS

- **General Areas Targeted for Change:**

    _____ **Communication**   _____ **Participation**   _____ **Productivity**

- **Expected Change:**

    _____ **Quantity**   _____ **Quality**   _____ **Independence**
    _____ **Accuracy**   _____ **Frequency**   _____ **Spontaneity**
    _____ **Rate**   _____ **Other***   _____ **Other***

- **Describe the expected change (from ? to ?)**

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- **Describe what successful participation in these activities or use of these skills "look like" for this student in an observable, measurable way. (What is the minimum acceptable performance for this student?)**

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- **What factors might undermine student progress?**

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- **What evidence will be gathered to document progress? (What will it take to convince you and others that the student is making progress? How will factors that might undermine success be captured in the data?)**

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- **How often will evidence be collected and who will collect it?**

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- **When will collaborative review and analysis of the evidence occur?**

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- **Under what conditions will this plan be modified if data indicates a need for modification? How and by whom will these decisions be made?**

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PART III: STEPS FOR IMPLEMENTATION

What must be done?   Who will do it?   By when?   Evidence of Completion?

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Follow-up and ongoing support will be provided by:

Name:_____

Contact Information:

_____
_____