

Follow Up, Discussion, and Plan

Analysis of Academic and Functional Task Instruction

INSTRUCTIONS: Part 2

1. Repeat the process in Part 1 for several students in your program.
2. With a partner or group of teachers, review the completed tables. Use the following questions to guide your discussion, understanding additional information may be needed to answer completely:
 - What trends do you see? Are they specific to a grade level, teacher, or disability area of student? Other trends you notice? Thoughts on appropriateness – is the trend positive? Or is change needed?
 - What percentage, on average, are students receiving direct instruction in academics?
 - Do you have data that supports academic progress? Is the instruction provided adequately preparing students for alternate assessment?
 - Does the instruction align with academic goals in the IEPs?
 - What impact does communication, or lack of, play in direct instruction for your students?
3. This activity is simply a tool to begin looking at direct instruction of academic and functional skills. A more in-depth review of factors such as IEP goals for students, progress towards goals, academic achievement, communication needs, availability of data, etc. would offer additional insight into current programming. The activity is designed to analyze current practices, not direct them. Take a few minutes to think about what additional information or resources you need to gather to plan instructional and/or program changes. Record the information in the table below along with the change it will support. The completed table will serve as a guide for further planning.

Resource Needed	Change Supported