Comprehensive Autism Planning System (CAPS)/Teaching Plan

Student: Joe	**Common Reinforcers** (*embedded throughout the day*) Swing, bouncing on ball
Communication System: **Verbal but may need sentence starters**	**Sensory Strategies** (*embedded throughout the day*) Deep pressure, trampoline, deep pressure
Date Completed: 10/26/10	**Case Manager / Teacher: Tracy**
Grade: 7th	**School Year: 2010-2011**

For students served primarily in self-contained classrooms or as part of the process for designing a self-contained classroom, begin completing the following grid with the student's IEP and curriculum objectives to build the schedule. For students who are primarily participating in a general education classroom, you might start with the schedule column and target the goals/skills from that, completing the rest of the grid as needed.

Goal/Objective/ Targeted Skill	Primary Teaching Activity/ Scheduled Activity	Teaching Strategy	Structure/ Modifications/ Accommodations	Reinforcers	Communication / Social Supports	Data Collection	Generalization Plan
Given a structured or unstructured classroom setting, Joe will increase sound discrimination through phonemic awareness by identifying and using vowel patterns with 90% accuracy							
1.1.1 Given a long vowel pattern in isolation (ee, aa, oa, ai), Joe will correctly say the sound the pattern makes with 90% accuracy	Reading	Stevens Reading Series	Schedule of activities for reading, visual cues as needed	Token system	Sentence starters as needed	Stevens data sheet	Social studies, science

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1.1.2 Given a CVVC word Joe will correctly blend he sounds to read the word with 90% accuracy	Reading	Stevens Reading Series	Schedule of activities for reading, visual cues as needed	Token system	Sentence starters as needed	Stevens data sheet	Social studies, science
1.1.3 Upon mastery of previous objective, given a CVCe word Joe will correctly blend the sounds to read the word with 90% accuracy	Reading	Stevens Reading Series	Schedule of activities for reading, visual cues as needed	Token system	Sentence starters as needed	Stevens data sheet	Social studies, science
1.1.4 When presented with spelling words from a phonetic program, Joe will spell 10 words with 90% accuracy	Reading / Spelling	Written model faded over time	Schedule of activities as needed	Token system	Sentence starts as needed	Work product with data collected	Journal
2.1 Joe will demonstrate comprehension of reading materials and vocabulary words at the 2.0-2.5 grade level and answer questions in a variety of formats (fill in the blank, multiple choice, and short answer) with 90% accuracy							
2.1.1 Joe will read stories from a sight word based reading program and answer how questions with 90% accuracy	Reading	Reading Milestones Green	Visual schedule with timer as needed, first/then visual cues as needed, scribe, access to word prediction program	Token system	Sentence starters	Reading Milestones work product with data	Reading material for information (e.g. newspaper)

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2.1.2 Joe will read stories from a sightword-based reading program and answer why questions with 90% accuracy	Reading	Reading Milestones Green	Visual schedule with timer as needed, first/then visual cues as needed, scribe, access to word prediction program	Token system	Sentence starters	Reading Milestones work product with data	Reading material for information (e.g. newspaper)
2.1.3 Joe will match a list of 8 vocabulary words to the correct picture and/or word definition with 90% accuracy	Reading	Edmark functional word series	Visual schedule with timer as needed, first/then visual cues as needed, scribe, access to word prediction program	Token system	Sentence starters	Edmark data sheet and work product with data recorded on it	IW file folders
2:1.4 Joe will read a list of 10 functional sight words with 90% accuracy	Reading	Edmark functional word series	Visual schedule with timer as needed, first/then visual cues as needed, scribe, access to word prediction program	Token system	Sentence starters	Edmark data sheet and work product with data recorded on it	Reading functional words on community outings and around school
2.1.5 Joe will complete comprehension worksheets related to learned functional sight words with 90% accuracy	Reading	Edmark functional word series	Visual schedule with timer as needed, first/then visual cues as needed, scribe, access to word prediction program	Token system	Sentence starters	Edmark data sheet and work product with data recorded on it	IW file folders
3.1 Joe will communicate through written text (hand written or computer generated) to get his point across to a reader with 90% accuracy							

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3.1.1 Given a picture prompt, Joe will fill in a prewriting web/graphic organizer to compose a paragraph which includes topic, 3 sentences, and conclusion with 90% accuracy	Writing	Brain-storming with teacher, written cues faded over time	Picture schedule, graphic organizer partially filled in to start, template on paper of required format to start—then fade	Token system	Sentence starters as needed for help requests	Work product with data collected on it	Journal, homenote
3.1.2 Joe will use student-generated prewriting web/graphic organizer to compose a paragraph which includes topic, 3 sentences and conclusion with 90% accuracy	Writing	Shaping from previous objective, fading written cues	Choices of graphic organizers provided visually, picture schedule, graphic organizer	Token system	Sentence starters as needed for help requests and choosing organizer	Work product with data collected on it	Journal, homenote
3.1.3 Using a checklist of required elements (capitalization, punctuation, word usage), Joe will determine if he has made mistakes in his written work and correct them with 90% accuracy.	Writing	Checklist with faded prompts	Checklist with highlighted errors ta first and then faded	Token system	Sentence starters as needed for requests	Work product with data collection on it	Journal, hoemnoe
4.1 Joe will demonstrate the use of functional money skills to make purchases and demonstrate knowledge of simple fractions with 90% accuracy							

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4.1.1 Given an item/items to purchase, Joe will count available money (not exceeding $50) and determine if he has enough money for the purchase with 90% accuracy	Choice time / Vending machine; math	Template of required money amount faded over time	Price tags on items, picture schedules, first-then as needed, visual cues	soda from vending machine, buy reinforcers	Sentence starters	Trial by trial data	Community outings, lunchroom
4.1.2 Upon paying for an item/items, Joe will determine if and how much change is to be received with 90% accuracy	Choice time / Vending machine; math	Template of required money amount faded over time	Price tags on items, picture schedules, first-then as needed, visual cues	soda from vending machine, buy reinforcers	Sentence starters	Trial by trial data	Community outings, lunchroom
4.1.3 Joe will use a cash register receipt and received change to determine if the correct amount of change was received 90% of the time	Math	Template of required money and money given faded over time	Calculator, picture schedules, first-then as needed, visual cues	Delay engaging with reinforcer he bought until he checks change correctly	Sentence starters	Discrete trial data sheet	Community outings, lunchroom
4.1.4 Given a fraction, Joe will correctly read the fraction with 90% accuracy	Math	Flashcards / discrete trials	Picture schedules, first-then as needed, visual cues, flashcards	Token system	Sentence starters	Discrete trial data sheet	Community outings, lunchroom
4.1.5 Joe will correct combine fractions to equal a whole, a half and ¾ with 90% accuracy each	Math	Discrete trials with manipulatives	Picture schedules, manipulatives of fractions equaling 1 whole, visual cues,	Token system	Sentence starters	DTT data sheet	Community outings, lunchroom

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			first then				
4.1 Joe will answer who and why questions, use vocabulary words in sentences, and use proper pronouns when speaking 7/10 trials for 3 consecutive sessions							
4.1.1 Joe will state a correct answer to a "who" question with a visual cue on 7/10 trials over 3 consecutive sessions	Speech, morning meeting, social studies	Discrete trials embedded in other tasks	First then, visual cues, picture schedule	Token system	Sentence starters as needed	Group data sheet 1 x /week	Lunch, gym, cooking
4.1.2 Joe will state a correct answer to a "why" question with a visual cue on 7/10 trials over 3 consecutive sessions	Speech, morning meeting, social studies	Discrete trials embedded in other tasks	First then, visual cues, picture schedule	Token system	Sentence starters as needed	Group data sheet 1 x /week	Lunch, gym, cooking
4.1.3 Joe will answer what, where and when questions with no more than 1 verbal prompt in response to simple question on 7/10 trials over 3 consecutive sessions	Speech, morning meeting, social studies	Discrete trials embedded in other tasks	First then, visual cues, picture schedule	Token system	Sentence starters as needed	Group data sheet 1 x /week	Lunch, gym, cooking

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4.1.4 Using sentence starters, Joe will express himself using sentences with proper noun-verb agreement on 7/10 trials over 3 consecutive sessions	Speech, morning meeting, social studies	Discrete trials embedded in other tasks	First then, visual cues, picture schedule	Token system	Sentence starters as needed	Group data sheet 1 x /week	Lunch, gym, cooking
4.1.5 Joe will generate a simple sentence using new vocabulary with no more than 1 prompt on 7/10 trials over 3 consecutive sessions	Speech, reading, lunch, art	Incidental teaching with visual cues	First then, visual cues, picture schedule, visual cues of words as needed	Token system	Sentence starters	Group data sheet 1x/week	Social studies, music, science,
4.1.6 Joe will express himself using correct pronouns (subject and object) on 7/10 trials over 3 consecutive sessions	Speech, reading, art	Incidental teaching with faded visual cues	First then, visual cues, picture schedule, visual cues of words as needed	Token system	Sentence starters	Group data sheet 1x/week	Social studies, music, science,
5.1 Joe will demonstrate social interactions in the classroom by initiating greetings and farewells, asking questions, using and interpreting nonverbal and giving responses on 7/10 opp over 3 cons. Sessions							
5.1.1 Joe will initiate a greeting and/or farewell on 7/10 trials over 3 cons sessions	Speech, morning meeting, art,	Written scripts on schedule, faded over time	First then, visual cues, picture schedule, visual cues of words as needed	Token system	Written scripts built into schedule	Group data sheet 3 x/ week	Throughout the day

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5.1.2 Joe will ask a question to a peer or an adult when given a social script during a classroom activity on 7/10 trials over 3 cons sess.	Morning meeting, cooking/snack	Social scripts built into the scheduled routine and faded over time; incidental teaching	Social scripts for questions on white board, first-then, visual cues, picture schedule	Token system	Social scripts / faded to sentence starters	Group data sheet 3x/week	Band, music, gym
5.1.3 Joe will use voice intonation and body distance appropriate to the school setting on 7/10 opp over 3 cons sessions	Speech, morning meeting	Practice with visual cues faded over time; incidental teaching	Social scripts for questions on white board, first-then, visual cues, picture schedule	Token system	Social scripts / faded to sentence starters	Group data sheet 3x/week	Band, music, gym
5.1.4 Joe will use a script to give a response or follow a simple direction given by someone on the other end of the telephone on 7/10 trials over 3 cons. Months	Speech, social studies?	Script for phone,	Scripted conversation on phone, 3 opportunities during the day	Token system	Scripts faded over time by dropping off end	Group data sheet 3x/week	Home
5.1.5 When asked his name and address, Joe will respond with the correct information with 2 visual cues on 7/10 trials over 3 consecutive attempts?	Morning meeting	Discrete trials embedded	Visual cues of answers faded over time	Token system	Sentence starters as needed	Group data sheet 2x/week	Community outings

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6.1 Joe will increase prevocational skills to include following written and verbal directions given by staff member and staying on task on 9/10 occasions							
6.1.1. Given a single or plural verbal directive / instruction, Joe will listen to the instruction, restate the instruction, begin and complete the task within 1 minute of receiving the instruction on 9/10 opp	Cooking, art	incidental teaching	Visual cues of instructions as needed faded over time	Token system	Sentence starters and visual cues	Group data sheet 2x/weekly	Throughout the day
6.1.2 Joe will independently read and follow 2-step written instructions to complete a task on 9/10 opp	Independent work	Structured work system	Visual schedule, first/then, pictures as needed	Break following system completion	Sentence starters for requests for help	Independent work system data sheet 1x/week	Cooking
6.1.3 Joe will stay on task for 15 minutes when provided with a work task with no more than 1 prompt on 9/10 opportunities	Independent work	Structured work system	Visual schedule, first/then, pictures as needed	Break following system completion	Sentence starters for requests for help	Independent work system data sheet 1x/week	Throughout the day
6.1.4 When given a cue to wait, Joe will wait for 5 minutes with no more than 1 prompt on 9/10 opportunities	Break, choice time	Incidental teaching with visual cue for waiting; social story	Visual schedule, first/then, pictures as needed, social story	Token system	Sentence starters for requests for help	Group data sheet 2x/week	Throughout the day