This session often works best with a facilitator and a team approach. Facilitators do not necessarily need to be ‘experts’ in evidence-based practices. Instead, the facilitator is someone who is able to help a team focus on and work through the steps included in this session.

This session introduces a planning form that was developed to guide participants through the process of using evidence-based practices to teach skills to students. We know what you must be thinking – *Another form?!* The *last* thing most educators, job developers, job coaches and others want to do is fill out another form! However, this particular form is intended to help your team learn this particular process – again using evidence-based practices to teach skills to students. After your team becomes familiar with the process, they may adapt it to their own style or decide not use it at all. However, please note there are certain components of this process that are key to maintaining fidelity when implementing a plan and assuring that the goals are achievable. Ideally, the completion of this planning process is done by your team – though it can be done by individual participants as well.

Teams have found the activities to be more meaningful when planning for someone familiar, so your first step is to identify a target student from your building or district. You will need some basic information about the student, such as her PINS (or Preferences, Interests, Needs, and Strengths). During the session, your team will review each step of the plan, as well as an example to help guide and use as a reference when completing a plan of your own.

During this session, the initial steps in the process assist the team with drafting a plan. The team then completes and implements the plan during the weeks that follow. We recommend including the practices of chaining and prompting in your initial plan. Additional Evidence Based Practices can be added to the plan to teach the skills outlined by a task analysis that will be completed as your team moves through the process.

After deciding on the focus of the plan, team members will:

* Collect baseline data on the student’s targeted skill level (section five)
* Decide how to monitor and collect data on the student’s progress (section six)
* Determine responsibilities such as who will prepare materials, who will teach the skill, and who will collect and record data (section seven)
* Finalize the implementation plan – including a step-by-step outline (section eight)

Yes, this is very detailed work! But remember ­– it does not need to be accomplished in one day! Often the team can start with organizing current information so that all team members understand the goal, the student’s profile, and PINS – and are committed to work together on the plan. It is also helpful to recognize that this process aligns closely with the IEP process and can be incorporated into the IEP or other agencies’ individualized plans and processes.

After the plan has been implemented and progress monitoring data has been collected, teams are encouraged to reconvene to discuss and share the plans, processes, outcomes, and experiences as a professional development activity. The final slide in this session provides an outline for team progress reports and tips for facilitating the reporting session.

Over thirty teams participated in the development of these materials. Their feedback was overwhelmingly positive and their input assisted us in improving and refining the planning tools. The resulting materials will now assist your team and other teams as you work through this same process.