

# INFUSED SKILLS Grid

ELEMENTARY SCHOOL GRID

MIDDLE SCHOOL GRID

HIGH SCHOOL GRID

## Questions to guide your thinking:

*What specific things does the student need to learn and/or practice?*

*In what classrooms, subjects or environments can we work on them?*



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**Like all students, students who experience disabilities need to learn many types of 'skills' in school.**

**These include:**

- 1) **habits of mind:** such as, perseverance, collaboration, work habits, tolerance, critical thinking, problem solving;
- 2) **basic academic skills:** literacy, writing, mathematics; and
- 3) **other content areas:** knowledge in science, social studies, language arts, technology, the arts, etc.;
- 4) **functional skills:** such as conversational partnering, social skills, motor skills, transition, organizational skills, note-taking.

When developing lesson plans for students who receive special education, completing an infused skill grid is a good way to highlight where and when during the school day it makes sense to work on, or infuse, a student's IEP goals. Who should be involved in the conversation about the infused skills? It depends upon the individual situation, yet can include any number of people: the student, school faculty and staff, family members, the student's peers.

## Instructions for the Infused Skills Grid:

- Enter the student's daily schedule in the activities/subjects/environments column.
- Fill in the essence of the student's IEP goals in the columns across the top.
- Mark all schedule blocks where there are opportunities to work on and practice or 'infuse' the student's goals during the school day.
- Use the blocks at the bottom of the grid to show who has provided planning input.

## SOURCES:

*Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction*, Second Edition, by Elizabeth Castagnera, Douglas Fisher, Karen Rodifer, Caren Sax, and Nancy Frey

# SAMPLE

School Name:

Lovett Elementary School

Date:

November 30, 2014

Student Name: Lane Joseph

Teacher: Mr. Neal (3rd Grade)

Room: 128

Age: 8

Grade: 3rd

Parent/Guardian: Mrs. Sharon Joseph

Phone: XXX-417-3641

EC Supports Coordinator: Jennifer Augustine

Phone: XXX-489-6853

## INFUSED SKILLS

Activities / Subjects / Environments	Personal Belongings In/Out cubby, using checklist	Materials selected and ready using checklist	Improve fluency	Improve comprehension	Use graphic organizer	Use visual schedule/timer for transitions	Use fidgets to refocus/ calm down	Hands/feet to self during transitions		
Arrival / Morning Work	X	X	X	X	X	X	X			
PE		X			X		X			
Math		X	X	X	X	X	X			
Computer		X	X	X	X	X	X			
Lunch	X	X			X		X			
Recess	X	X			X		X			
Reading / Writing Workshop		X	X	X	X	X	X			
Dismissal	X	X			X		X			

Notes:

School Name:

Woodlawn Middle School

Date:

November 15, 2014

Student Name: Jackson Pierce

Age: 12

Grade: 6th

Parent/Guardian: MS. Kendrea Pierce Phone: XXX-615-4823

EC Supports Coordinator: Jaime Woodall Phone: XXX-615-5418

Class Schedule:

Block 1 Math

Block 2 Social Studies

Block 3 Health Edu

Block 4 Language Arts

Room:

126

132

154

145

## INFUSED SKILLS

Activities / Subjects / Environments	Improve fluency	Use calculator	Improve reading comprehension	Improve organizational skills	Manage Locker	Make transitions on time	Improve conversational partnering			
Arrival				X	X	X	X			
Math	X	X	X	X	X	X	X			
Social Studies	X		X	X		X	X			
Lunch				X		X	X			
Health Education	X		X	X	X	X	X			
Language Arts	X		X	X		X	X			
Dismissal				X	X	X	X			

Notes:

# SAMPLE

School Name:

Forest View High School

Date:

November 15, 2014

Student Name: Angela Dunham

Age: 16

Grade: 11th

Parent/Guardian: Mr. Robert Dunham Phone: XXX-604-2137

EC Supports Coordinator: Jaime Woodall Phone: XXX-604-4798

Class Schedule:

Block 1 English

Block 2 Biology

Block 3 Psychology

Block 4 Art

Room:

145

210

204

138

## INFUSED SKILLS

Activities / Subjects / Environments	Arrive on time	Improve note-taking	Improve comprehension	Responsible for belongings	Use of materials	Use computer/technology	Cope with environmental changes	Receive assistance as needed		
Arrival / Homeroom Announcements	X	X		X		X				
English	X	X	X	X	X	X	X			
Biology	X	X	X	X	X	X	X			
Biology Lab	X	X	X	X	X	X	X			
Psychology	X	X	X	X	X	X	X			
Lunch				X		X	X			
Art	X	X		X	X	X	X			
Dismissal				X		X	X			

Notes:

Student Name:	Teacher:	Room:
Age:		
Grade:		
Parent/Guardian:	Phone:	
EC Supports Coordinator:	Phone:	

[illegible]

*Notes:*

Student Name:		Class Schedule:	Room:
Age:			
Grade:			
Parent/Guardian:	Phone:		
EC Supports Coordinator:	Phone:		

[illegible]

*Notes:*