

Priority Planning Worksheet

Facilitate Learning of the General Education Curriculum in the General Education Classroom

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How to Use the Priority Planning Worksheet

About the Priority Planning Worksheet

The purpose of Priority Planning Worksheet is to support teams in deciding what to teach students with complex support needs, also known as students with low-incidence disabilities, who take their state's alternate assessment based on alternate achievement standards.

These students have many learning needs, and often teachers are unsure of how to make the general education curriculum relevant and meaningful, particularly because students with complex support needs are usually learning at a grade level that is different from their same aged peers who do not have disabilities.

This planning sheet is a way for teachers to think through what is taught in a general education unit of study and identify the *most important content areas* to focus on during that unit of instruction. It is essential to remember that students with complex support needs will have the opportunity to learn *all* of the content taught during the unit of study: they will remain present during all instruction and have appropriate accommodations and modifications provided to support their learning and participation.

The priority planning worksheet is a strategy to make sure that students with complex support needs learn *at least* a specified set of content. This content is the 4-5 most important things for students to learn in that unit of study, as determined by completing this worksheet. In other words, students will have the opportunity to learn all the vocabulary, knowledge and skills taught in the unit, with extra measures taken to ensure they learn at least the vocabulary, knowledge, and skills that are identified as priorities in this worksheet.

Finally, in this process we encourage teams to identify 4-5 priorities. However, this is only a starting guideline. Teams will need to use their knowledge of the student and curriculum to determine if those expectations are appropriate. Upon completing a unit of study, teams might reflect on the student's learning outcome and determine they set their expectations too low and adjust the number of priorities in the future.

Collaborative Meeting for an Upcoming Unit of Instruction

General education and special education teachers work together to complete the worksheet, reflecting insights from both teachers. We recommend focusing on a unit of instruction to ensure the plan spans several weeks on a related topic (e.g., a unit on "Romeo and Juliet," or a science unit on the digestive system).

Planning for a unit allows teams to know what instruction to focus on for several days or weeks. This will guide instruction, development of modifications and accommodations, and assessing student learning.

Please note planning for the unit could occur in person, using online collaboration tools like Google Docs, or via video conferencing. Set aside approximately 20 distraction-free minutes to plan for the unit.

How to complete the priority planning worksheet

Step by step directions for completing the Priority Plan is next, as well as a sample plan.

Part 1: Unit Information

Enter information describing the class and unit of study, including chapters or materials used and the main topics covered. Also determine how long the unit of study will be.

Part 2: Access Skills

Consider together all skills it is assumed students will already know at the start of this unit. For example, consider background knowledge and assumed skills, such as how to use a calculator. Think about reading, writing, math, communication, and other relevant skills it is assumed students know prior to this unit. If the student you are planning for does not already possess these access skills, accommodations and modifications will need to be provided for these skills; they might also be selected in Part 6 as skills to focus on.

Part 3: Vocabulary

Then, list all the vocabulary terms/phrases that all students will be expected to learn during the unit. These are new vocabulary words being introduced in the unit.

Next, in Part 3A, review the list of all vocabulary terms generated in Part 3 and select the four or five terms that would be most important for the student with complex support needs to learn. Factors you might consider in determining the most important are: (1) The likelihood these terms will appear in subsequent units; (2) The likelihood the term will open new opportunities for learning, employment, or relationships for the student; (3) Student interests and priorities.

Reminder! The student with complex support needs will continue to be part of the full general education lesson and will have an opportunity to learn all the vocabulary terms presented during the unit of instruction; we are simply identifying the most important terms we want to make sure the student knows with 100% accuracy at the end of the unit.

Part 4: Knowledge

List all the learning objectives for the unit of study. A way to identify knowledge is to answer the question, "By the end of this unit, students will know..." These are the key pieces of information students will know after completing the unit.

Next, in Part 4A, review the list of all knowledge content from Part 4 and select the four or five that would be most important for the student with complex support needs to learn in this unit. Factors you might consider in determining the most important are: (1) The likelihood this knowledge will be drawn upon in subsequent units; (2) The likelihood acquiring this knowledge will open new opportunities for learning, employment, or relationships for the student; (3) Student interests and priorities.

Reminder! The student with complex support needs will continue to be part of the full general education lesson and will have an opportunity to learn all of the knowledge presented; we are

simply identifying the most important pieces of knowledge we want to make sure the student knows with 100% accuracy at the end of the unit.

Part 5: Skills

List all the skills that all students will learn in the unit of study. A way to identify skills is to answer the question, “By the end of this unit, students will be able to…” These are skills students will be able to do after completing the unit.

In Part 5B, review the list of all skills being taught in Part 5 and select the four or five that would be most important for the student with complex support needs to learn in this unit. Factors you might consider in determining the most important are: (1) The likelihood these skills will appear in subsequent units; (2) The likelihood the skill will open new opportunities for learning, employment, or relationships for the student; (3) Student interests and priorities.

Reminder! The student with complex support needs will continue to be part of the full general education lesson and will have an opportunity to learn all the skills taught; we are simply identifying the most important skills we want to make sure the student knows with 100% accuracy at the end of the unit.

Part 6: Other Priority Areas

General education academic instruction offers natural opportunities for students to learn content beyond the stated curriculum. This hidden curriculum could include skills like taking turns, skills for working on a group project, researching facts on the internet, or other access skills identified in Part 2. For students with complex support needs these could also include content from their IEP. In Part 6, list other relevant skills from the hidden curriculum, access skills, or the student’s IEP that would be relevant to this unit of study, including for example social skills, communication skills, or behavior.

Part 7: Cross-Prioritization

To complete Part 7, review the priorities identified in Parts 3A, 4A, 5A, and 6. From these priorities, select the overall 4-5¹ most important content for students to learn in this unit of study. These become the learning goals for the student with complex support needs during the unit of instruction.

Teachers do not need to select priorities from each area (i.e., vocabulary, knowledge, skills, and hidden curriculum/IEP goals). Instead, select true priorities that reflect (1) The likelihood this content will appear in subsequent units; (2) The likelihood the content will open new opportunities for learning, employment, or relationships for the student; (3) Student interests and priorities.

Part 8: Make a Plan to Teach Priorities

In the final part of the worksheet, teachers will plan how to provide instruction on the 4-5 prioritized goals identified in Part 7.

¹ Reminder: the number of priorities should be adjusted based on characteristics of the unit and student needs.

For each goal, teachers will determine how often students will work on the goal (e.g., twice per day, three times per week, etc). The frequency with which goals will be taught will depend on the student's rate of learning and the complexity of the goal. By examining student learning data on similar goals, teachers can best decide how often a student should practice a goal to master it.

Next, teachers determine if additional materials will be needed to teach the goal. These are materials that supplement those used in general education. Identifying a few ideas for each goal will help ensure that the student's learning needs are met.

Teachers then describe the specially designed instruction that will be used to teach the goal. Remember that specially designed instruction is the special education provided to students with disabilities to ensure they learn. Specially designed instruction includes content (i.e., accommodations and modifications), methodology (i.e., evidence- and research-based practices, for example a system of least prompts), and delivery (i.e., implementation of systematic instruction). Finally, specially designed instruction can be provided by any educator (e.g., general education teacher, special education teacher, paraprofessional) and in the general education context.

Finally, a plan for collecting data and measuring student learning progress should be developed. Data should be collected and graphed for each goal so that teams can determine if student learning is on track to achieve the goal by the end of the unit.

Priority Planning Worksheet Example

Focus Student Name: James; 8 th grade											
Part 1: Class and unit of study , including chapters or materials used and the main topic(s) covered in the unit.	Part 1a: How many class sessions are in this unit?										
Biology, digestive system	2 weeks										
Part 2: Access Skills and Prior Knowledge needed for this unit: Identify background knowledge and access skills needed to participate in the unit (e.g., reading, writing, communication, computer skills, all students are expected to have prior to the unit.)											
Reading Skills:	Writing Skills:	Communication Skills:	Math Skills:	Other:							
<ul style="list-style-type: none"> • Read 10th grade level • Comprehend 10th grade level • Use glossary and highlighted words in text book 	<ul style="list-style-type: none"> • Write a 5 - paragraph essay • Use dictionary and thesaurus • Use word processor software 	<ul style="list-style-type: none"> • Speak in complete sentences • 10th grade vocabulary skills • Cooperative learning skills 	<ul style="list-style-type: none"> • Use calculator accurately • Measure liquids • Use thermometer to take temperature 	<ul style="list-style-type: none"> • Use computer for research 							
Part 3: All Vocabulary in this unit (All Students): Identify the vocabulary <i>all</i> students will be introduced to in the unit. This vocabulary will be identified by examination of class readings, lectures, and vocabulary that will be tested. This could also include spelling words.											
1	Adenosine triphosphate	6	calorie	11	enzyme	16	liver	21	peristalsis	26	Small intestine
2	anabolism	7	catabolism	12	esophagus	17	metabolism	22	pharynx	27	Stomach
3	Basal metabolic rate	8	catalyst	13	gallbladder	18	monomer	23	polymer	28	substrate
4	Body mass index	9	digestion	14	Gastrointestinal tract	19	Oral cavity	24	Salivary amylase	29	
5	bolus	10	Digestive system	15	Large intestine	20	pancreas	25	Salivary glands	30	
Part 3a: Priority Vocabulary for Focus Student. Identify <u>up to 5</u> of the vocabulary most critical vocabulary <i>the focus student</i> will be introduced to in the unit. This vocabulary should be connected and related to class readings and lectures. It should be relevant to student needs now and in the future; it may represent adaptations to the breadth, complexity, or depth of the curriculum.											
1	Digestion										
2	Swallow										
3	Stomach										
4	Energy										
5	Chew										

Part 4: All Knowledge in this unit (All Students). Identify the learner outcomes or objectives for <i>all</i> students in the unit. For example, “at the end of this unit, students will know...(e.g., causes of the US Civil War).”			
1	Recognize that enzymes are designed to be highly specific, and the structure of the enzyme’s active site determines the substrate it acts upon.	6	
2	Recognize that factors such as temperature, pH, and enzyme and substrate concentration affect the rate of an enzyme-catalyzed reaction	7	
3	List specific enzymes that digest carbohydrates, fats, and proteins at sites along the digestive tract	8	
4	Explain how energy is stored in ATP	9	
5	Outline what happens to a bite of food as it travels down the digestive tract	10	
Part 4a: Priority Knowledge for Focus Student. Identify <u>up to 5</u> of the most critical content knowledge <i>the focus student</i> should learn in the unit. This should be connected and related to class readings and lectures. It should be relevant to student needs now and in the future; it may represent adaptations to the breadth, complexity, or depth of the curriculum. You might ask, “in 10 years, what would I want students to remember?” to help answer this question.			
1	Outline what happens to a bite of food as it travels down the digestive tract		
2	Recognize enzymes that digest carbohydrates, fats, and/or proteins at 2-3 sites along the digestive tract		
3			
4			
5			

Part 5: All Skills in this unit (All Students). Identify the skills all learners should have at the end of this unit. For example, “At the end of this unit, students will be able to...(e.g., research information using the library, or develop timelines, debate an historical event, describe a civic concern, etc.).”			
1	Describe the structure and function of the organs in the digestive system	6	
2	Model the interaction between enzymes and their corresponding substrates.	7	
3	Design a laboratory experiment investigating the impact that environmental changes can have on enzyme function and analyze the results	8	
4	Analyze energy inputs and outputs in the body to assess overall health	9	
5		10	
Part 5a: Priority Skills for Focus Student. Identify <u>up to 5</u> of the most critical skills <i>the focus student</i> should learn in the unit. This should be connected and related to class readings and lectures. It should be relevant to student needs now and in the future; it may represent adaptations to the breadth, complexity, or depth of the curriculum. You might ask, “in 10 years, what would I want students to still be able to do?” to help answer this question.			
1	Describe the structure and function of the stomach and liver in the digestive system		
2	Participate in a laboratory experiment investigating the impact that environmental changes can have on enzyme function and analyze the results		
3	Analyze energy inputs and outputs in the body to assess overall health		
4			
5			

Part 6: Priority Skills in Communication, Social Skills, or Behavior for Focus Student. Identify <u>up to 5</u> of the most critical non-academic skills <i>the focus student</i> should learn in the unit. This should be connected and related to social, communication, and behavior IEP goals or other sources of information. The skills you consider should be relevant to student needs now and in the future.	
1	Communication – ask peer or adult for help during independent work
2	Communication – initiate and exchange in conversation with peers using conversation cards
3	Behavior – increase time working independently
4	

Part 7: Cross-Prioritization. Review the priority vocabulary, knowledge, and skills from Parts 3, 4, and 5. Rank the top 3 or 4 vocabulary, knowledge, and/or skills for the student to learn in the upcoming instructional period (6 days of data collection for the instructional plan). Note: <u>You do not need to have priorities from all three areas</u> (vocabulary, knowledge, and skills). You must only select the topics that are true priorities for your student.	
1	Vocab - Digestion
2	Knowledge – describe what happens to a bite of food
3	Skill – measure pH
4	Communication – initiate an exchange in conversation with peers using conversation cards

Part 8: Plan. Use the priority skills you identified in Part 7 to plan how you will (1) ensure those priority skills are taught to the student and (2) student progress on learning those skills are assessed. Respond to each question below:				
Skill (Part 7, priority goals above)	1	2	3	4
How many times per day (or week) will you work on this? Based on this, answer below...	1/day	1/day	1/day	1/day
What <u>additional</u> materials are needed to supplement general instruction? (e.g., slant board, adapted text, pictures added to PPT, vocabulary sheet with supplements to support comprehension)				
1: Vocab - Digestion	2: Knowledge: Food Bite	3: Skill: Measure pH	4: Communication: Peer Social Exchange	
<ul style="list-style-type: none"> Picture added to class PPT to create opportunity to ask James a question about digestion. Images and video examples of digestion integrated into instruction or student materials daily Anchor chart posted in class with picture representation of key vocabulary for the unit and a mini version available at James's desk 	<ul style="list-style-type: none"> Step by step, picture supported process should be created as an anchor chart in the class and a mini version should be available at James's desk Cards with each step and picture to be used for non-verbal responses during discussion of digestion. Step cards should be color coded to match the color of the corresponding body part in the human body visual support. 	<ul style="list-style-type: none"> pH test strips One liquid or other testable substance to briefly investigate each day at some point during class. Class takes guesses at pH and James tests then states number 	<ul style="list-style-type: none"> Conversation scenario/starter cards with common questions or comments about content. Red/green – support indicator for communication of understanding. 	

What <i>specialized instruction</i> is needed to <u>supplement</u> the GE instruction and who is providing it? Additional check-in from SPED teacher during intendent work time; supports to peers to facilitate participation; pre-planned questioning by GE teacher to target prioritized goals)			
1: Vocab - Digestion	2: Knowledge: Food Bite	3: Skill: Measure pH	4: Communication: Peer Social Exchange
<ul style="list-style-type: none"> • GE, SPED, or para gain James’s attention when slide or material appears with embedded picture support • GE, SPED or para: Use embedded supports as multiple teaching opportunities to reinforce concept • GE, SPED or para: Pre-planned vocabulary question that aligns with class instruction and materials. Use of constant time delay to support acquisition. 1/day 	<ul style="list-style-type: none"> • SPED teacher will find 2 independent work times early in the unit to provide supplemental instruction about path of a food bite. Teaching and modeling with the numbered cards showing the steps to digestion. • SPED teacher, peers or paraprofessional will identify 1 opportunity per class for student to order and label steps. Use of least to most prompting to support acquisition. 1/day 	<ul style="list-style-type: none"> • GE, SPED or para: Embed opportunity to use Ph test strip with number identification as and entering or exiting class activity for James. Para or peer supports the completion of this activity. 1/day • Peers go over steps to find Ph number on test strip with James before starting activity and remind him it will be his job to read Ph. 	<ul style="list-style-type: none"> • SPED or GE teacher provides peer communication training related to use of communication cards. • SPED or GE teacher provides James with instruction on content of communication cards and facilitates initial peer exchanges. • SPED teacher checks in with whole lab group at start of lab to help with identification of jobs that integrate input from James using adapted materials. • GE and sped teacher check in periodically throughout group work to facilitate discussion in James’s group while also giving space for the group to work independently.
FINAL STEP: <ul style="list-style-type: none"> • Create a data collection sheet/s that you will use to collect data on all cross-prioritized goals. 			

Sample Priority Planning Data Collection Sheet

Student: James Week of: (Enter Date)	Data Collection Instructions: Circle '2' if James responded correctly independently. Circle '1' if James required any prompt to respond correctly. Circle '0' if James responded incorrectly (with or without prompt) or failed to respond. Provide opportunity for each goal at least once per day. Each week, total the number of points earned for each skill area.				
Vocabulary: When presented a picture, video depiction, or oral description of digestion and three oral/text answer options, James will orally state digestion.	Materials: Provide consistent pictures, videos, & definitions. Use field of 3 words for each definition.			Total Points per Week:	
	Monday	Tuesday	Wednesday	Thursday	Friday
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Knowledge: When asked to put the 6 steps of digestion in order and provided with a color coded human body and 6 colored step cards, James will place the steps in the correct order.	Materials: Provide color coded picture support and colored coded word cards.			Total Points per Week:	
	Monday	Tuesday	Wednesday	Thursday	Friday
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
1. Chewing (mouth)	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
2. Swallowing (throat and esophagus)	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
3. Stomach(digestion)	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
4. Small intestine (digestion)	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
5. Small intestines and large intestines (absorption)	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
6. Colon and rectum (elimination)	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Skill: When provided with a liquid, pH strips, and a pH color scale, James will dip the strip in the liquid then use the pH scale to identify and orally state the correct pH number.	Materials: liquid, pH strips, and a pH color scale			Total Points per Week:	
	Monday	Tuesday	Wednesday	Thursday	Friday
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Step 1: Dip test strip in liquid	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Step 2: Use pH scale to find accurate pH number	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Communication: During partner or group work, when provided with conversation starter cards, James will initiate one social exchange with a peer during each science period.	Materials: Conversation scenario/starter cards with common questions or comments about content			Total Points per Week:	
	Monday	Tuesday	Wednesday	Thursday	Friday
Initiation	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Response	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Blank Priority Planning Worksheet

Focus Student Name:											
Part 1: Class and unit of study , including chapters or materials used and the main topic(s) covered in the unit.						Part 1a: How many class sessions are in this unit?					
Part 2: Access Skills and Prior Knowledge needed for this unit: Identify background knowledge and access skills needed to participate in the unit (e.g., reading, writing, communication, computer skills, all students are expected to have prior to the unit.)											
Reading Skills:		Writing Skills:			Communication Skills:			Math Skills:		Other:	
Part 3: All Vocabulary in this unit (All Students): Identify the vocabulary <i>all</i> students will be introduced to in the unit. This vocabulary will be identified by examination of class readings, lectures, and vocabulary that will be tested. This could also include spelling words.											
1		6		11		16		21		26	
2		7		12		17		22		27	
3		8		13		18		23		28	
4		9		14		19		24		29	
5		10		15		20		25		30	
Part 3a: Priority Vocabulary for Focus Student. Identify <u>up to 5</u> of the vocabulary most critical vocabulary <i>the focus student</i> will be introduced to in the unit. This vocabulary should be connected and related to class readings and lectures. It should be relevant to student needs now and in the future; it may represent adaptations to the breadth, complexity, or depth of the curriculum.											
1											
2											
3											
4											
5											
Part 4: All Knowledge in this unit (All Students). Identify the learner outcomes or objectives for <i>all</i> students in the unit. For example, “at the end of this unit, students will know...(e.g., causes of the US Civil War).”											
1						6					
2						7					
3						8					
4						9					
5						10					
Part 4a: Priority Knowledge for Focus Student. Identify <u>up to 5</u> of the most critical content knowledge <i>the focus student</i> should learn in the unit. This should be connected and related to class readings and lectures. It should be relevant to student needs now and in the future; it may represent adaptations to the breadth, complexity, or depth of the curriculum. You might ask, “in 10 years, what would I want students to remember?” to help answer this question.											
1											
2											

3				
4				
5				
Part 5: All Skills in this unit (All Students). Identify the skills all learners should have at the end of this unit. For example, “At the end of this unit, students will be able to...(e.g., research information using the library,				
	6			
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	9			
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1				
2				
3				
4				
5				
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1				
2				
3				
4				
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Skill (Part 7, priority goals above)	1	2	3	4
How many times per day (or week) will you work on this?				
What <u>additional</u> materials are needed to supplement general instruction? (e.g., slant board, adapted text, pictures added to PPT, vocabulary sheet with supplements to support comprehension)				
1:	2:	3:	4:	

What <i>specialized instruction</i> is needed to <u>supplement</u> the GE instruction and who is providing it? Additional check-in from SPED teacher during intendent work time; supports to peers to facilitate participation; pre-planned questioning by GE teacher to target prioritized goals)			
1:	2:	3:	4:
FINAL STEP: Create a data collection sheet/s that you will use to collect data on all cross-prioritized goals			