GOTTA ACTT: Team Planning Form©

GOTTA: Goal – Opportunities – Tasks - Tools – Arrangement   ACTT: Action –Clarification –Team Member – Time

Student:

Date:

Participants:

GOAL			
Action	**Clarification**	**Team Member**	**Time**
Record the goal or the revised goal: (observable, measureable, achievable)	Circle: independence, frequency, spontaneous, accuracy, speed, latency, duration, other:_____	Who will be responsible for case management?	When will response to intervention be reviewed:
Record present level of performance(PLEP):	Record current data in numbers/percentages here:	Who will record the PLEP in the IEP or where it is in the IEP?	When was PLEP last documented or when will it be updated?
What successes and/or barriers influenced the PLEP:	Record changes in goal related implementation strategies based on these successes/barriers:	Who will ensure these implementation strategies will occur?	When will these changes in implementation strategies begin?
What factors were considered in the development of the goal?	Motor ability Interests Instruction Cognitive Support Independence	Who will ensure considerations are recorded or where are considerations in the existing IEP?	When will any additional information will be documented.
What will be measured? How will that be measured?	What would it take to convince the team the goal has been achieved?	Who will record the data? Who will analyze the data?	When will data analysis be discussed as a team?

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OPPORTUNITIES			
Action	**Clarification**	**Team member**	**Time**
Identify naturally occurring opportunities to implement goal related strategies.	How will natural opportunities align with implementation strategies?	Who will be responsible for implementation?	When will implementation strategies pair with these opportunities?
Identify structured opportunities that could be scheduled in the day.	How will structured opportunities align with implementation strategies?	Who will be responsible for implementation?	When will these opportunities will occur:?
Schedule these natural and structured opportunities consistently throughout the day.	When will these opportunities occur?	Who will ensure these scheduled opportunities occur?	When will this schedule start?
TASKS			
Action	**Clarification**	**Team member**	**Time**
List tasks and/or activities which support the goal and the general curriculum.	Ensure these tasks and/or activities are within the student's interest and abilities.	Who will ensure materials, tools and curriculum are provided for these tasks?	When will these materials, tools and curriculum be available?
Identify which tasks and/or activities can be supported with natural opportunities.	Ensure these tasks and/or activities are within the student's interest and abilities.	Who will ensure these tasks occur as scheduled?	When will these naturally occurring tasks and/or activities begin?
Identify which tasks and/or activities support additional opportunities.	Ensure these tasks and/or activities are within the student's interest and abilities.	Who will ensure these tasks are within the student's interests and abilities?	When will these additional tasks and/or activities begin?

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| TOOLS | Clarification | Team Member | Time |
Action			
If a tool, assistive technology tool/device/system, has been identified record it here.	Describe the features of this tool.	Who will obtain this tool?	When will the tool be provided?
Identify features of this tool that match the student's motor abilities?	Describe how features match the student's motor abilities.	Who will ensure the tool is accessible?	When will the tool be accessible?
Identify the features of this tool that match the tasks and/or activities?	Describe how features match the tasks and/or activities.	Who will ensure both the tool and the tasks are accessible?	When will the tool and the tasks be accessible?
How will the tool will be arranged to support the student?	Describe what details are necessary to support the arrangement of the tool.	Who will ensure the details of the arrangements are present?	When will the arrangement be available?
How will the tool will be available across multiple opportunities?	Describe how the tool will be transported.	Who will ensure the tool is available?	When will the tool be available across multiple opportunities?
What AT services will be necessary to support access to the tool.	Describe what AT services are necessary.	Who will provide these AT services?	When will these AT services be available?

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ARRANGEMENT of ENVIRONMENT Action	Clarification	Team Member	Time
Determine what arrangements are necessary.	Describe arrangements to be developed.	Who will coordinate these arrangements?	When will these arrangements be in place?
Identify arrangements necessary to support the student's motor abilities.	Describe how supports will be arranged.	Who will obtain these supports?	When will these supports be in place?
Identify arrangements necessary to provide consequences immediately.	Describe how consequences will be obtained, stored or located and be available immediately. (Items, script, storage and delivery methods)	Who will inform the team of these consequences, the locations and delivery of these consequences?	When will consequences and delivery model be in place?
Identify arrangements necessary to provide multiple opportunities.	Describe how arrangements will be available across opportunities, settings, & providers.	Who will provide obtain these supports and inform the team of the details?	When will these supports be available for multiple opportunities?
Identify arrangements necessary to support natural cues.	Describe natural cues and supporting arrangements.	Who will ensure these supports are in place?	When will these supports be in place?
Arrange staff schedules to support implementation strategies with consistency.	Inform and post student schedules, staff schedules, and strategies.	Who will schedule, inform and post?	When will the schedule be disseminated and posted?
Identify arranging schedules to support AT services (in-service, training, coordinating other services)	Inform and post schedule of AT services.	Who will schedule, inform and post?	When will the schedule be disseminated and posted?
Arrange schedule to review ACTTion plan and analyze data to evaluate effectiveness of ACTTion plan.	Inform and post schedule for review and analysis.	Who will schedule & facilitate the review? Who will participate in the review?	When will the review take place?

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ACTT!!! Action	Clarification	Team Member	Time
Deliberately implement this plan with fidelity. Review details of the plan frequently. Document collaboration, reviews and decisions.	Review and implement this ACTTion plan. Review, evaluate and analyze the effectiveness of this ACTTion plan. Determine timelines for team based decisions regarding changes or adjustments in ACTTion plan. Document successes, barriers, and adjustments!	Who will coordinate this plan? Who will participate in this plan? Who will review and analyze this plan? Who will determine changes in this plan?	When will plan be implemented? When will plan be reviewed and analyzed? When will changes to plan be considered?
ACTTion!			

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