


Goal Activity Matrix Education (G.A.M.E) Plan

Purpose Statement: Clearly identify how the team will embed opportunities to practice IEP goal skills in typical instruction and home activities.

Directions:

- 1) At the head of each column in the top row, identify four main activities to target throughout the day.
- 2) Summarize one IEP goal to be prioritized for an individual student. List these at the start of each row on the left.
- 3) For each goal, describe how it might be addressed within each of the main activities. Share this chart with all team members (special ed and general ed teachers, family, related service providers)

As routines are established for addressing these first two skills throughout the day, continue to add more goals and more activities!

Class activities: 	Activity 1 (Synchronous): ELA	Activity 2 (Synchronous): Math	Activity 3 (Asynchronous; Natural Home Activity): Meals	Activity 4 (Asynchronous; Natural Home Activity): Walks
Goals: <p>Sara will investigate concepts of quantity & equality through comparing sets with more, fewer, or the same by pointing to a set of items in response to a question or selecting the vocabulary “more”, “less” or “same” on her AAC device.</p>	<p>During ELA book discussion embed a slide in the presentation materials with depictions of characters or objects from the book that allow for the teacher to ask which picture depiction is “more”, “less” or they are the “same”</p> <p>Sara could respond by pointing with her AAC device</p>	<p>During math when reviewing answers to problems, word problems, or equations, the teacher can use one, tens, and hundreds cubes to display the quantities in the math content and ask which quantity is “more”, “less” or they are the “same”</p> <p>Sara could respond by pointing with her AAC device</p>	<p>When eating a meal, model AAC to describe portions as “more”, “less” or “same”</p> <p>When eating a meal, invite Sara to compare portions using AAC.</p> <p>When offering a serving, ask if Sara would like the portion with “more”, “less” or the “same” as another family member.</p>	<p>When outside, model AAC to describe something you notice that is the “same”</p> <p>When outside, invite Sara to tell if she would like to walk “more”</p>