

# TIES Center [5C Process](https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/5c-process): Planning Instruction both at School and in Distance Learning

## Process Steps:

* Review the IEP and the student’s current schedule.
	+ Are the current goals and schedule meaningful and cluster within the three learning components (See Step 1)? Are there gaps in addressing the learning components that would benefit the student to achieve long term goals?
	+ Determine if the IEP will remain “as is” or if it needs to be modified.
		- If the IEP does not need to be changed, then move forward with the *5C Process*
		- If the IEP needs modifications, then consider how Step 1 (Learning Components) can be incorporated into the district’s IEP process
* Remind team members that the purpose of the *5C Process* is to coordinate a meaningful instructional program in inclusive settings for the student that aligns instruction at school, at home or in a hybrid situation.
* Schedule the *5C Process* meeting with the whole team (e.g., educators, family members, related service). Plan for an hour. Have a back-up plan for a second meeting, if necessary.
* Share a brief introduction/overview of the 5C Process, as well as the infographic (p.2 in 5C Process Packet) and the Guiding Questions (p.3 in 5C Process Packet) with the team in advance of the meeting so everyone can review the questions prior to the meeting.
* Assign roles:
	+ The facilitator(s) who will assure that the purpose of the meeting is achieved and the flow of the meeting keeps moving. (The facilitator explains each section of the process, then asks the guiding questions to the whole team.)
	+ Note taker and provide gentle reminders about time to keep the process flowing. If information is shared that it is relevant to a different question, note that so that it does not need to re-discussed when that question comes up.
	+ Interpreter for the family, if needed
* Using the Guiding Questions, work through each of the *5C* steps with the team. Assure family input into each step of the process.
* Use either electronic versions or paper copies of the School and Home Learning Matrices to fill in during the meeting.
	+ If there is insufficient time to complete the matrices during the meeting, they can be completed afterwards based on the notes and shared with the whole team for final agreement.
* Use the School and Home Learning Matrices as roadmaps for planning and coordinating implementation of the student’s instructional program.