



Elementary  
Differentiated Level 1

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## Person or Team that completed profile

Name

Position

Reading

1

Participation

### Descriptor / Suggested Strategies

#### Word Decoding

- Displays no response, or has not been exposed, to word play activities
- Engage student in rhyme play activities and provide pauses to encourage a non-verbal response (movement, vocalization, facial expression) to indicate engagement.

#### Notes :

#### Word Recognition and Vocabulary

- Displays no response, or has not been exposed, to vocabulary experiences
- Engage the student in frequent activities that include story reading with rich language and picture supports. Observe and respond to non-verbal responses (movement, vocalization, facial expression) that indicate engagement.

#### Notes :

#### Reading Fluency

- Displays no response, or has not been exposed, to story reading activities
- Engage student in story read alouds with books that have repeated and predictable text. Pause during reading to anticipate a response that indicates engagement. (movement, vocalization, facial expression)

#### Notes :

#### Comprehension

- Displays no response, or has not been exposed, to question formats during reading
- Engage student in story or text reading activity that is supported with pictures. Ask questions during reading by providing picture or object choices. Watch for response from the student that indicates awareness. (vocalization, facial expression or movement)

#### Notes :

#### Reading Applications

- Displays no response, or has not been exposed, to reading activities
- Engage the student in a variety of read aloud activities. Observe and respond to non-verbal responses from the student that indicates awareness or preference for different reading materials.

#### Notes :

## Descriptor / Suggested Strategies

## Writing Process

- Uses a switch activated device to convey a sentence for a specific purpose
- Provide access to a voice output switch or computer interface to enable participation in information sharing related to a defined topic. Student will activate the switch to deliver a pre-programmed sentence/message.

## Notes :

## Writing Applications

- Uses a switch interface device to share/convey information
- Provide access to a voice output switch or computer interface to enable participation in information sharing related to a defined topic. Student will activate the switch to deliver a pre-programmed message related to the topic.

## Notes :

## Writing Conventions

- Displays no response, or has not been exposed, to expressive communication activities
- Explore personal response modes that can be expanded into a purposeful means of expression. Provide opportunities to use this response mode into errorless choice-making activities. Observe and respond to the student's non-verbal responses (vocalizations, movement or facial expressions).

## Notes :

## Math

## 1

## Participation

## Descriptor / Suggested Strategies

## Number Sense

- Uses a voice output switch to participate in counting activities
- Program a voice output-sequencing switch with counting numbers. As an object is presented, the student will activate the switch to state numbers in order. Provide multiple and varied real world opportunities to count with the switch.

## Notes :

## Number Calculations

- Displays no response, or has not been exposed, to math related activities
- Introduce and engage the student in life skill activities or scenarios that involve grouping, combining or taking away objects. Pair activities with visual and auditory stimulus. Provide opportunities for the student to make non-verbal responses (vocalizations, movement, facial expressions) to indicate choices of numbers during these activities.

## Notes :

## Money

- Displays no response, or has not been exposed, to money/purchase activities
- Offer two choices of objects that may be purchased and build on a response mode that will enable the student to select one of these items. Engage the student in the exchange of money by supporting a physical means to "pay."

## Notes :

## Time

- Displays no response, or has not been exposed, to time related activities
- Introduce and engage the student in calendar or schedule related activities with visual representations of events. Build on response modes (vocalizations, movement, facial expression) where the student can indicate the activity on a given day/time.

**Notes :****Measurement**

- Displays no response, or has not been exposed, to measurement related activities
- Provide instructional opportunities for the student to be involved in measurement activities. Explore ways for the student to be involved through environmental control or communication modes (e.g. giving measurement directions on a voice output device; activating a switch controlled blender).

**Notes :****Spatial Sense**

- Displays no response, does not have physical ability, or has not been exposed to activities related to sorting, matching, or spatial location
- Provide opportunities where the student is participating in sorting and matching like objects for a purpose. Explore and implement options for physical participation, using environmental control devices, or making a response to indicate and action.

**Notes :****Patterns**

- Displays no response, or has not been exposed, to patterning activities
- Engage the student in real world applications where a sequence of tasks is presented visually and verbally. Observe and respond to non-verbal responses (movement, facial expression, vocalization) that indicate the next action to be completed.

**Notes :****Data Analysis**

- Displays no response, or has not been exposed, to data gathering activities
- Engage the student in survey asking situations using a voice output device to ask questions of others that can be translated into a data gathering and charting activity. Support may be provided in recording the data.

**Notes :****Content Learning****1****Participation****Descriptor / Suggested Strategies****Social Studies and Science**

- Activates a talking switch to participate in modified learning content activities
- Within the context of modified and real world content, present the student with a talking switch to participate in responses related to the topic. Student will activate the switch to convey a message related to the topic.

**Notes :****Physical Access**

- Modified supports needed to interact with learning materials
- Learning materials should be modified to assure active participation. Consider low and high technologies that will increase participation

**Notes :****Physical Access**

- Adapted support systems needed to manipulate materials, use classroom tools, and/or complete self help skills
- Provision of personal supports may be needed when manipulating materials, using classroom tools, completing self-help skills and/or performing writing tasks

**Notes :****Sensory Access**

- Visual acuity is uncertain or documented blind/severely impaired
- Present objects and enlarged pictures on a solid background with associated speech in the context of learning activities

**Notes :**

#### Sensory Access

- Auditory attention may be limited within instructional activities
- Support auditory information with visual supports. Gain attention before presenting auditory information

#### Notes :

#### Sensory Integration

- Occupational therapy input necessary to address sensory integration strategies
- Integrate a team plan of sensory integration strategies

#### Notes :

#### Communication Skills

- Nonverbal modes of expression are used to convey basic wants and needs
- Build on consistent non-verbal modes to convey responses during learning activities as well as expressions of basic needs and wants. Plan for systematic development of these non-verbal expressions in multiple environments

#### Notes :

#### Communication Skills

- Severe speech and language deficits require specialized modifications or AAC to facilitate participation in content learning
- Develop personal responses and use of AAC to increase levels of participation in learning activities. Plan for systematic development and expansion of these responses into multiple environments and activities

#### Notes :

#### Social and Behavior

- Behavior issues severely interfere with routine interactions
- Develop a plan for behavior assessment and planning for strategies to reduce situations where behavior interferes

#### Notes :