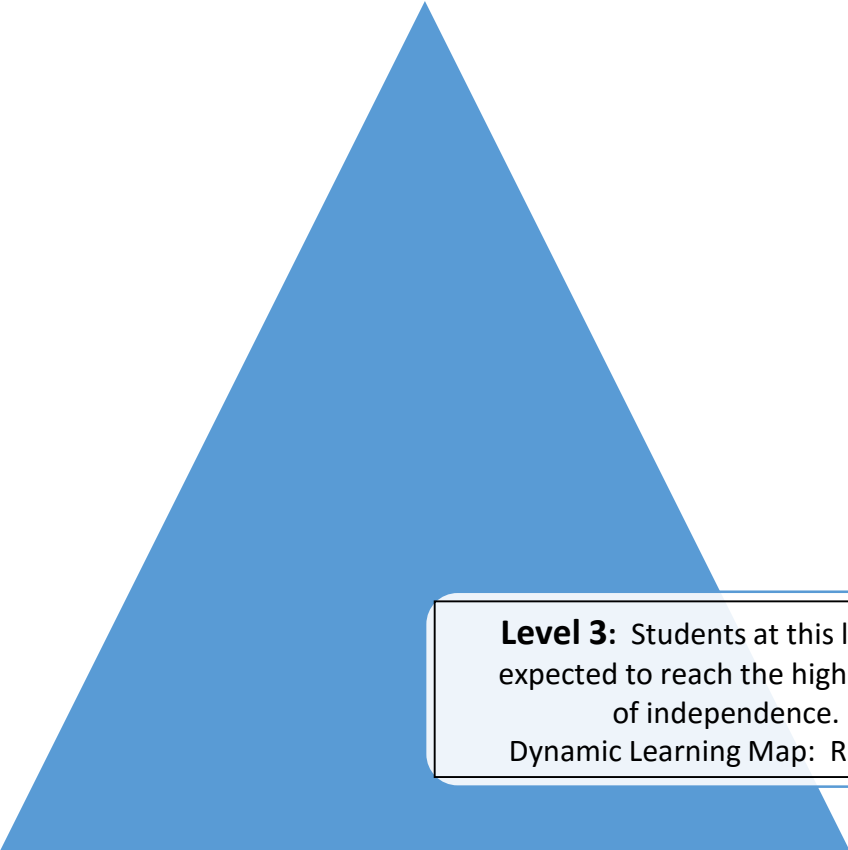


Defining levels of support



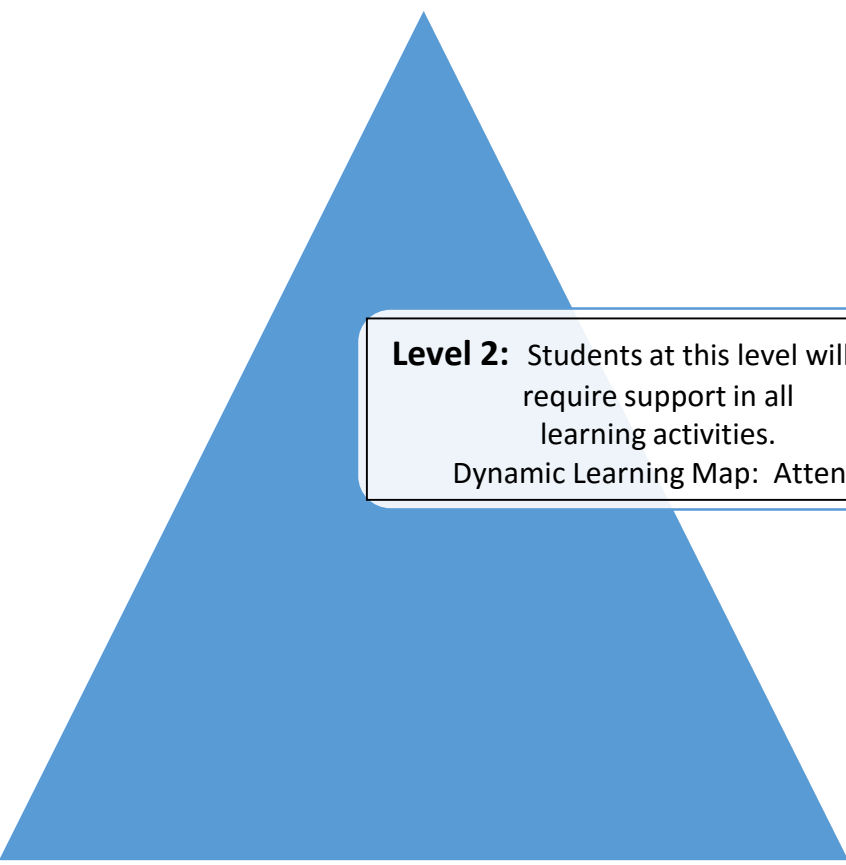
Level 3: Students at this level are expected to reach the highest level of independence.
Dynamic Learning Map: Respond

- *Modified Curriculum
- *Alternative Assessment
- *Decreased Processing Speed
- *Has Self Awareness
- *Can Self Advocate
- *Can Read With Comprehension (Emerging)
- *Skills: Can tell time, Can add money,
- *Can Sit & Listen
- *Working on Social Skills & Life Skills
- *Generalization: Can generalize to real life with prompts and coaching
- *Modes Of Learning: Hands On, Peer To Peer, Independent, Auditory
- *Social: Unable to read social cues, Beginning to join into peer groups with prompts and coaching, Can be in a group with a single adult
- *Level of Support: Low frequency intervention
- *Can Complete Multiple Step Directions
- *Is Independent within the school and a variety of settings
- *Can problem solve with help
- *Can Follow Routines
- *Will Earn A Certificate of Completion
- *Needs Limited Adult Assistance To Obtain And Apply Academic Expectations/Standards And Functional/Vocational Tasks/Routines To Real Life Situations (Independent Living Skills)

Examples of Support

- *Clarification
- *Visual Supports
- *Limited Verbal Prompting

Defining levels of support



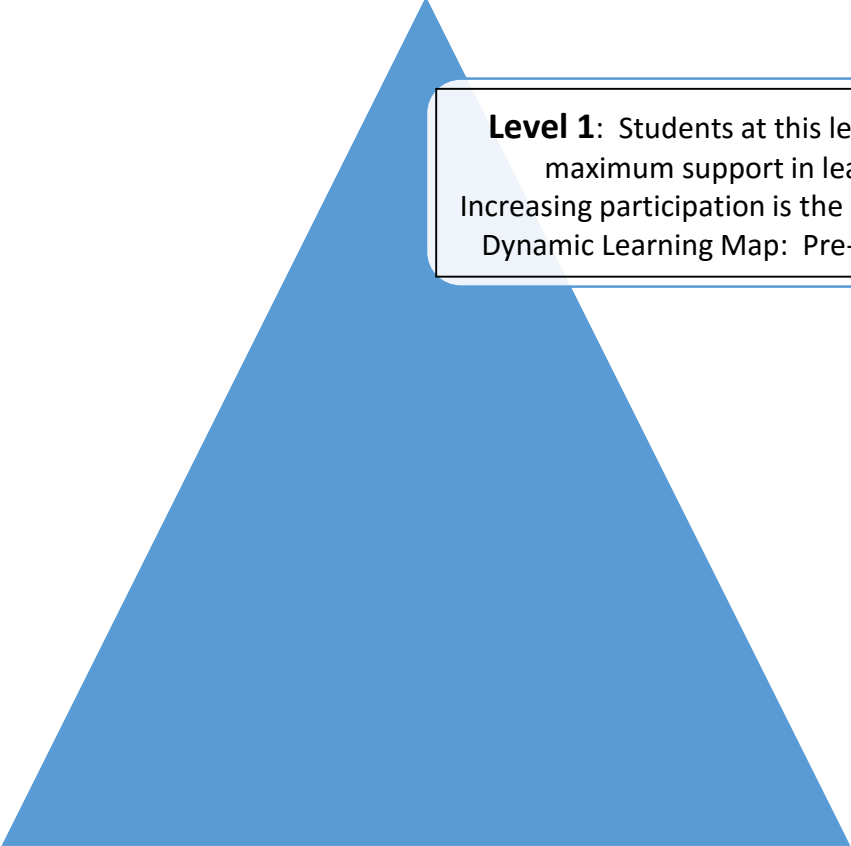
Level 2: Students at this level will likely require support in all learning activities.
Dynamic Learning Map: Attend

- *Modified Curriculum
- *Alternative Assessment
- *Elementary Skills: Recognize written name, Can read symbols, Can identify words, Can follow routine, Has 1:1 correspondence, Can rote count to 20, Can recognize numbers to 20, Can copy a simple sentence, Can recognize money, Can recognize tools for telling time, Can match attributes, Can write their name (using computer or tracing)
- *Has A Functional Communication System
- *Social: Low Maturity Level, Parallel Play, Needs 1:1 or Classroom Aide
- *Generalization: Can Generalize with Practice In A Real Life Setting
- *Requires High Frequency Intervention
- *Can Follow 1 Step Directions
- *Requires Prompts To Be Independent
- *Mode Of Learning: Visual, Verbal, Auditory
- *Students Will Earn A Certificate of Completion
- *Needs Intermittent Adult Assistance To Attend And Demonstrate Academic Proficiency And Functional/Vocational Tasks/Routines (Daily Living Skills)

Examples of Support

- *Tasks Broken Into Smaller Steps
- *Frequent Verbal Prompts
- *Visual Reminders

Defining levels of support



Level 1: Students at this level require maximum support in learning. Increasing participation is the primary goal. Dynamic Learning Map: Pre-Intentional

- *Modified Curriculum
- *Alternative Assessment
- *Mode of Learning: Hands On, Visual, Verbal
- *Social: Little/No Social Interaction
- *Communicates Needs To Others/Personal Care Giver
- *Requires Constant Assistance
- *Not Independent Requires Continual Support
- *Requires Constant Adult Intervention
- *Requires Visual/Physical Contact
- *Can Participate In The Learning Environment
- *Needs Continuous Adult Assistance to Participate In Academic And Functional/Vocational Tasks/Routines (Basic Daily Living Skills)
- *Students Earn A Certificate of Completion

Examples of Support:

- *Visuals and Manipulatives
- *2 Choices
- *Verbal And Physical Prompting
- *Needs May Be Interpreted By A Familiar Adult
- *Hand Over Hand Assistance
- *Assistive Technology