


Student Name: _____

Likes	Dislikes
<ul style="list-style-type: none"> ● Chewing “chewies” ● Being outside/fresh air ● Songs and singing ● (Super Simple Songs) ● Playing with water (FAVORITE) ● Running ● Swinging ● Playing with scarf ● Colorful visuals 	 <ul style="list-style-type: none"> ● Being denied crackers ● Being stopped from leaving a room or heading outside ● Loud, unexpected sounds and Vacuum noise ● Shoes & socks

<p>Participation Modes</p>	<ul style="list-style-type: none"> ● STUDENT participates by: looking, listening, smiling to show interest, responding with “yes” or “no” on her device, being close to an activity to get sensory input, touching activity items, running, walking, vocalizing while watching or engaging with people/activities, holding items, moving items, using her touchscreen on her Chromebook to trace or draw in the Seesaw app.
<p>Successful Engagement Looks Like</p>	<ul style="list-style-type: none"> ● STUDENT appearance: calm facial features, low singing sounds, relaxed body in seat or standing, chewing her chewy that is clipped to her shirt ● STUDENT walks calmly to her assigned area with minimal adult support, STUDENT independently initiates use of her AAC device, STUDENT responds to instruction with minimal support by using her device to say one or two words at a time, STUDENT face and body are oriented towards instruction, she may be smiling.
<p>Behavior Support</p>	<ul style="list-style-type: none"> ● <u>Earned Extra Play Breaks:</u> Staff provides STUDENT with <u>stars on her chart</u> for: <u>safe chewing, participating and using her device to communicate.</u> STUDENT gets 10 stars to earn a 5-10 minute break approximately every 30 minutes. Ex: water table play, bubbles, etc. These favorite activities are reserved for “earned breaks”. ● <u>Break from Instructional Task:</u> If STUDENT is not ready to work and is attempting to leave her work area or the classroom. Encourage her to ask for a break using her AAC. She can take a walk or sit on a bean bag and use her fidgets but she should not access the play activity that she is “working for” on her star chart at this time. (These types of breaks are never earned, and should always be made available) ● Staff maintains close proximity or holds hand during transitions between rooms when near outside exit doorways ● Staff may help STUDENT find her spot and sit near STUDENT while she is in her chair/assigned area receiving instruction to model participation & redirect to task (If student is working independently proximity should be reduced but still within pathway of room exit) ● At times STUDENT becomes visibly upset– crying, biting her hand or hitting her head with her hand. At times like this, staff will focus on transitioning her to a safe location and helping her calm.
<p>Health and Safety Needs</p>	<ul style="list-style-type: none"> ● <u>Severe allergy to all nuts and chickpeas</u> ● <u>Must be closely supervised at all times:</u> she will leave instructional spaces without asking permission and walk to other rooms, or exit the building and go outside. ● She will put non-food items in her mouth and small items in ears.
<p>Skills I Am Working On in Every Environment</p>	<ul style="list-style-type: none"> ● Regular participation from my assigned work area ● Completing multi-step tasks, or two single-step tasks in a row ● Getting adults’ attention appropriately and asking for a break ● Chewing on my safe “chewies” rather than other non-food items ● Using my AAC communication device to communicate wants, needs and respond to instruction (break, bathroom, etc)

Goals

Reading / Letter Identification: When shown 2 options, find the correct letter of the alphabet by pointing, choosing, or using AAC.

Writing/ Name Spelling: place the letters of her first name in correct order.

Math/ Number Identification: When shown numbers 1-10, three at a time, find the correct number by pointing or using her AAC device.

Behavior / Task Completion: complete 2 tasks in a row by herself with 2 prompts per task.

Behavior / Sensory Mouthing: eat graham crackers or chew safe “chewie” instead of chewing non-food items.

Social Emotional/ Request Breaks: request breaks by using her AAC device, break cards or other appropriate communication.

Adaptive / Multi-Step Tasks: complete multiple steps of a single task in the correct order.

Communication / Gaining Adult Attention: get an adult’s attention using AAC, shoulder tap, or other appropriate communication.

Communication / Expressive Language: use 15 core words on her AAC device to (1) communicate wants and needs, (2) answer questions, (3) make comments.

Motor / Letter Copying: copy the letters “C”, “A” and “O” using chalkboard, play-doh, wood pieces, or other sensory materials.

Accommodations

- **AAC Device**
- **Test in Quiet Location**
- **Extra time to complete work and tests**
- **Text-to-Speech**
- **Shorten Assignments**
- **Sensory Supports**
 - Ex: fidgets, chewies, swing, water table, movement breaks.
- **Multiple Response Options for Classwork**
 - Ex: AAC, movable cards, tracing, drawing, pointing, etc.
- **Bathroom Support**
 - Ex: take to bathroom regularly, encourage independence and support as needed
- **Visual Schedule**
 - Show visual icons to help student understand the schedule
- **Modified Curriculum**
 - Student can access modified curriculum (ex: Case-manager Modified versions of Core curriculum, or Unique Curriculum) to support her learning
- **Use Ten-Point Behavior Support Chart**
 - Provide points for appropriate behavior and provide play breaks when all points are earned