

Student:

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| Activity/Time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | <p><u>Team Members</u></p> |
| Academic Literacy/MATH | | | | | | | | | | | | | | | | | | | | | <p><u>Transactional Support</u> Provide visual structure for the activity presented.</p> | | | | | | | | |
| Centers | | | | | | | | | | | | | | | | | | | | | <p>Provide visual structure as above and partner will model language from a child perspective.</p> | | | | | | | | |
| Transitions | | | | | | | | | | | | | | | | | | | | | <p>Partner will decrease adult directives and visually define steps for activity.</p> | | | | | | | | |
| Specials | | | | | | | | | | | | | | | | | | | | | <p>Provide within task visual supports (checkoff list)</p> | | | | | | | | |

Prompt level

- 1. Independent
- 2. Gestural prompt

- 3. Visual reminder
- 4. Physical prompt
- 5. Verbal prompt

