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## Extensive Support Needs

### Step 1: Plan—Part A: Written Narrative: Contextual Information Template

**Directions:** Type your responses within the brackets following each prompt (up to 9 pages). Do not delete or alter the prompts.

#### Contextual Information About the Students

**Directions:** Provide contextual information for the group of students you plan to teach during this math lesson. For more information, see page 9 of the Math Cycle Performance Assessment Guide.

- Age range(s) and grade level(s)  
[ 13,14, 16 9th, 9th, 11th Grade]
- Instructional delivery model (e.g., co-teaching, inclusion, self-contained classrooms, small group, state special schools)  
[ Specialized Academic Instruction]
- Instructional support personnel with whom you will collaborate and/or who will assist you in this lesson (e.g., paraprofessionals, instructional aides, cooperating teacher, interpreters, bilingual instructional assistants, speech and language pathologists)  
[Paraprofessionals and an Intervener will support students during the lesson. Prior to instruction, I will meet with the support team during our weekly planning session to preview the lesson objectives, discuss individual student learning needs, and clarify each team member's role during instruction.]

The Intervener, who supports an individual student throughout the day, will be directed to review the student's IEP goals and current baseline data before the lesson. During our pre-lesson collaboration, we will discuss specific strategies to facilitate this student's access to the content and participation in learning activities.

Paraprofessionals, who rotate among small groups, will be briefed on all students' goals and baseline performance levels during our planning meeting. I will provide them with a tiered system of support strategies (visual prompts, verbal cues, hand-over-hand assistance) to use based on individual student needs. We will discuss when to provide scaffolding versus when to step back to promote independence, ensuring consistent implementation of instructional strategies across all adults in the classroom.]

- Language(s) of instruction to be used in the lesson (e.g., biliteracy, developmental bilingual [one-way immersion], dual language [two-way immersion], English only)

[ English and American Sign language]

## Focus Students

**Directions:** Provide contextual information for the three focus students you selected. For more information, see pages 10–13 of the Math Cycle Performance Assessment Guide.

### Focus Student 1 (FS1)

- Age and grade level

[ 14, 9th Grade ]

- Assets (cultural and/or linguistic) and/or interests

[ FS1 has a strong interest in small animals, particularly cats and bunnies. The student also enjoys Cinderella books and The Aristocats, often independently searching for these topics on YouTube during free choice by typing in specific keywords. FS1 is highly engaged in tasks that promote creative expression (e.g., drawing, copying, and writing) and consistently demonstrates positive affective responses, such as smiling and laughing during these activities. Additionally, FS1 actively participates in morning meeting routines and has shown a well-developed sense of temporal awareness, particularly in regards to date awareness. The student has accurately responded with the day, month, day number, and year, using both their AAC device (Augmentative and Alternative Communication) and writing it down on paper.

This student is bilingual, demonstrating proficiency in both Spanish and English, and is able to follow instructions in either language. FS1 benefits from visual support and prompting strategies to facilitate comprehension and task completion, which aligns with their preferred mode of communication and learning style.

FS1 has demonstrated strong visual-motor integration and eidetic imagery, particularly in replicating complex three-dimensional shapes with intricate twists. This ability was first assessed during a formal evaluation and the student successfully replicated the shapes with high accuracy two months after their initial exposure, demonstrating both visual-spatial processing and visual memory. Furthermore, FS1 is able to imitate observed behaviors during functional play, such as mimicking a teacher throwing a ball into a basketball hoop, indicating well-developed social modeling skills. The student has also shown progress in cooperative play during adapted physical education (P.E.), such as playing catch with a peer, demonstrating increased peer interaction and collaborative engagement with appropriate adult guidance.

- **If the FS is an English learner**, current proficiency in English and proficiency in their primary language (see [SB 210](#) for Deaf and Hard of Hearing students)

[ FS1's primary language at home is Spanish and was assessed using the Alternate to ELPAC. The student receives structured english immersion in a special education classroom. The student has also been assessed with CALPS and has been graded with level 1 - beginning in listening, written language, and writing. However, the date of the last assessment was 6 years ago. The student receives 30 minutes of individual and group speech and language therapy.



The student utilizes an Augmentative and alternative communication device (AAC), and has been able to communicate when they are feeling happy or sad. The student is able to communicate and correctly identify what food they want during snack and lunch. FS1 could benefit from reinforce the consistency of using their AAC device more consistently. ]

- **Math knowledge, skills, and/or abilities**

[ FS1 has met 1 out of 2 of their math goals from the previous year. They are able to give equivalent cent value with 80% accuracy in % trials. Their other goal, addition - adding single digit numbers using the vertical method, the student did not meet their math goal last year. Currently in the class the student is working on single digit addition using the Mytouchmath digital curriculum.]

- **Special education eligibility and the impact on FS1's academic language development (ALD) and math knowledge, skills, and/or abilities**

[ FS1 is eligible for special education. Their primary disability is autism and their secondary disability is a speech and language impairment. This student receives 30 minutes of group and individual speech and language therapy. FS1 areas of domain affected by their disability include: math; written, receptive, and expressive language; vocational skills; and mobility. The student requires additional time to process information and will vocalize their frustration when re-prompted too soon. Therefore during lessons, staff should internally count up to 30 seconds to allow the student to think through the problem. ]

- **IEP goal(s) related to the math content, math practices, and/or math academic language that will be addressed in the lesson**

[ FS1 has met one of their math goals from the previous year. They are able to give equivalent cent value with 80% accuracy in % trials. This year they are expected to, when presented bills and/or coins, give the total dollar amount value with 70% accuracy. Their annual goal is to when given 2 digit numbers, add them using vertical method with 80% in % trials.

During the lesson the student will demonstrate their comprehension of vertical math on an increasing scale from single digit to two digit numbers by summing up dollar bills to the correct amount.

The student benefits from 30 seconds of processing time in between instructions and prompting. FS1 processes visual cues quicker than verbal cues, so instructions should be visual first then verbal after a 30 second pause. ]

- **Additional supports reflected in FS1's IEP that may support their progress toward the math and ALD learning goals (e.g., behavior plan, current services, assistive technology, and/or augmentative and alternative communication [AAC])**

[For academic language and mathematics assessment the student receives designated supports such as separate setting and simplified test directions. For universal support, the student receives frequent breaks. The student utilizes an augmentative and alternative communication device. The student benefits from additional processing time in between directions, and its estimate the students requires, on average, 30 seconds in between prompts or directions. ]

## Focus Student 2 (FS2)

- Age and grade level

[ 16, 11th ]

- Assets (cultural and/or linguistic) and/or interests

[FS2 is originally from Peru, where they received early intervention services prior to moving to the US. During their time in Peru, the student participated in a variety of therapeutic services, including occupational therapy, speech and language therapy, and physical therapy. The family has expressed concerns about skill regression following their relocation to the United States, particularly noting that FS2 previously demonstrated fine motor abilities such as container-opening in Peru that have since declined. The student could benefit from reintroducing those strategies to reinforce and develop their skillsets.

FS2 is bilingual, demonstrating strong receptive language proficiency in both English and Spanish, and is able to follow directions in either language. The student shows a strong preference for technology-based learning, demonstrating increased engagement and sustained attention when instructional tasks incorporate digital tools such as iPads and computers. Additionally, FS2 responds positively to verbal praise and affirmation, which serves as an effective reinforcement strategy during instruction.

FS2 demonstrates strong temporal awareness and benefits from predictable routines and structured schedules. The student exhibits anticipatory skills and self-regulation, transitioning independently between activities (such as from morning meeting to rotation activities) without external prompting or timer support.

FS2 actively engages in daily movement breaks and demonstrates enjoyment during outdoor walks, particularly when these activities include opportunities for social connection with adult staff members.

FS2 communicates effectively with staff members using their AAC device to express their wants and needs. The family is working with FS2 to use their AAC device more consistently at home to reinforce their communication skills.]

- Math knowledge, skills, and/or abilities

[ FS2 is working on their math skills through Touchmath curriculum. The student is able to identify digits 1-10, and is able to match those numbers. The student is currently reinforcing their knowledge of U.S. currency and bill values. The student is able to correctly place touch math points with 100% accuracy. The student is currently working on counting a set of items and matching it to the appropriate number. As of their last assessment, FS2 is 70% accurate with matching a set of items to the correct number.]

- Special education eligibility and the impact on FS2's math knowledge, skills, and/or abilities

[ FS2 is eligible for Special education services. Their primary disability and secondary disability were initially Autism and intellectual disability, but was changed to Multiple disabilities, and speech and language impairment. The domains impacted by their disability are: readiness - english language arts, readiness math; Expressive language; and vocational skills. FS2 was



assessed using CAA and was identified as having limited understanding of english/language arts, and math.]

- IEP goal(s) related to the math content, math practices and/or math academic language that will be addressed in the lesson

[ FS2's goal is The student is currently working on one-to-one correspondence with play money, such as \$1, \$5, \$10, and \$20 bills up to 10 bills. The student will demonstrate their understanding of one-to-one correspondence with the various denominations of money. They will identify and name U.S. currency values of the respective bills. The student will work with problems counting and matching bills to their values. They will learn terms such as bills, dollars, and value. ]

- Additional supports reflected in FS2's IEP that may support their progress toward the math and ALD learning goals (e.g., behavior plan, current services, assistive technology, and/or augmentative and alternative communication [AAC])

[ The student uses an AAC to communicate and receives directions through visual cues as well as a variety of ways. The student benefits from examples, so they will most benefit from a variety of examples until they identify the pattern to engage in the curriculum. ]

### **Focus Student 3 (FS3)**

- Age and grade level

[13, 9th ]

- Assets (cultural and/or linguistic) and/or interests

[ FS3 consistently demonstrates positive affect in the classroom environment, displaying frequent smiling and joyful engagement. The student has developed strong independent living skills and exhibits age-appropriate self-care competencies across daily routines. FS3 communicates using American Sign Language (ASL) at the single-word level, demonstrating functional communication skills with staff members throughout the school day.

FS3 shows a strong preference for gross motor activities, including running and interactive play such as catch. The student demonstrates prosocial behavior and initiates social reciprocity by responding to greetings from both peers and adults, showing an awareness of social conventions and interpersonal connection.

FS3 has developed strong temporal awareness and benefits from visual schedule support to navigate daily transitions. The student independently monitors timer cues to anticipate and prepare for routine changes, demonstrating executive functioning skills related to time management and transitional flexibility.

The student shows optimal task engagement when provided with one-on-one adult support during instructional activities. FS3 demonstrates strong adaptive technology skills and self-advocacy, independently operating their magnification device to alternate visual focus between the instructor during whole-group instruction and their own materials during



independent work tasks. This reflects well-developed assistive technology proficiency and metacognitive awareness of their own learning needs.]

- **Math knowledge, skills, and/or abilities**

[ FS3 is able to identify coins such as pennies and nickels, and is able to sort up to 5 coins using ASL. The student is able to use touch math and ASL to learn numbers 1-10, However, the student is still developing the concept of numbers and how to count. The student's goal is to use touch math curriculum to add up 1-10 placing counters on touch math spots on enlarged tactical numbers using asl and manipulatives with 80% accuracy.]

- **Special education eligibility and the impact on FS3's math knowledge, skills, and/or abilities**

[ FS3 is eligible for Special education services. Their primary disability is Deaf-Blindness and their secondary disability is intellectual disability. FS3 benefits from using tactile touch math material as opposed to digital or paper versions of material. The student participates in math using sign language, picture supports, and manipulatives. ]

- **Learning needs related to life experience(s) that may result in a need for additional adaptation(s) to support FS3's well-being and/or behavior during the math lesson**

[ FS3 is deaf and has a visual impairment, so they require additional support to access the curriculum. The student benefits from a simplified and visually supported curriculum material. The student currently uses a magnifier to access the material, but also receives high contrast and enlarged versions of the curriculum in addition to that support.]

- **IEP goal(s) related to well-being and/or behavior (e.g., attention, engaging with activities) that would impact their access to the math lesson**

[ FS3's current goal is to increase their communication. The student would benefit from learning how to independently initiate communication and less on prompting when engaging in activities or social interaction, such as asking for help during the lesson.]

- **Additional supports reflected in FS3's IEP that may support their progress toward the math and ALD learning goals (e.g., behavior plan, current services, assistive technology, and/or augmentative and alternative communication [AAC])**

[ FS3 currently receives additional supports such as enlarged icons, high contrast material, a magnifier, and an intervener to access curriculum. ]