



# Themes First!

## Learning Differentiation Guide

1. **Identify each student's learning level** and use the suggested strategies below.
2. **Provide reinforcement** and positive feedback for correct responses or closer approximations to the target skill.
3. **Use the least-to-most prompting strategy** on the next page to support students in learning new skills and performing known skills independently.

<b><i>Provide additional support to teach imitation</i></b>	<b><i>Encourage independence</i></b>	<b><i>Provide additional support for fine motor skills</i></b>
<ul style="list-style-type: none"> <li>• Provide the cue "do this" after each modeled step.</li> <li>• Show the student the card and give the cue "match X [picture]."</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the least amount of help needed to complete the task.</li> <li>• If possible, after helping a student complete the task or part of the task, present the cue again and have the student complete the task independently.</li> <li>• Provide frequent reinforcement with a token board for completing the task or part of the task independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the lessons provided in the Fine Motor section to pre-teach fine motor skills.</li> <li>• Pre- or partially cut materials (e.g., cut out three sides of a square and have the student cut the last side).</li> <li>• Use dot markers or stickers as an alternate to coloring or painting.</li> <li>• When using game cards, give the student only one card to hold at a time.</li> </ul>
<b><i>Provide support for students with limited spoken language</i></b>	<b><i>Provide support for students with limited attention and focus</i></b>	
<ul style="list-style-type: none"> <li>• Use alternate modes of communication for expressive language tasks (pointing, augmentative communication systems, signs).</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt the student to reference the sequence strip.</li> <li>• Provide frequent reinforcement with a token board for completing the task.</li> <li>• Regularly provide reinforcement for attending skills and waiting for a turn to answer questions.</li> <li>• Reinforce students who successfully respond by pointing to the item/ concept or answering questions when prompted.</li> <li>• When multiple answer choices are shown on a screen (digital REEL option) or in a print worksheet:               <ul style="list-style-type: none"> <li>• Cover up all but one item with a piece of paper.</li> <li>• Move the paper to show another item alone.</li> <li>• Prompt the student to respond if needed.</li> <li>• Repeat until the student has viewed and responded to all answer choices individually.</li> <li>• Next time, cover up all but two answer choices and have the student respond.</li> <li>• Increase the number of answer choices as the student is successful.</li> </ul> </li> </ul>	

### Extend learning opportunities for students with emerging skills

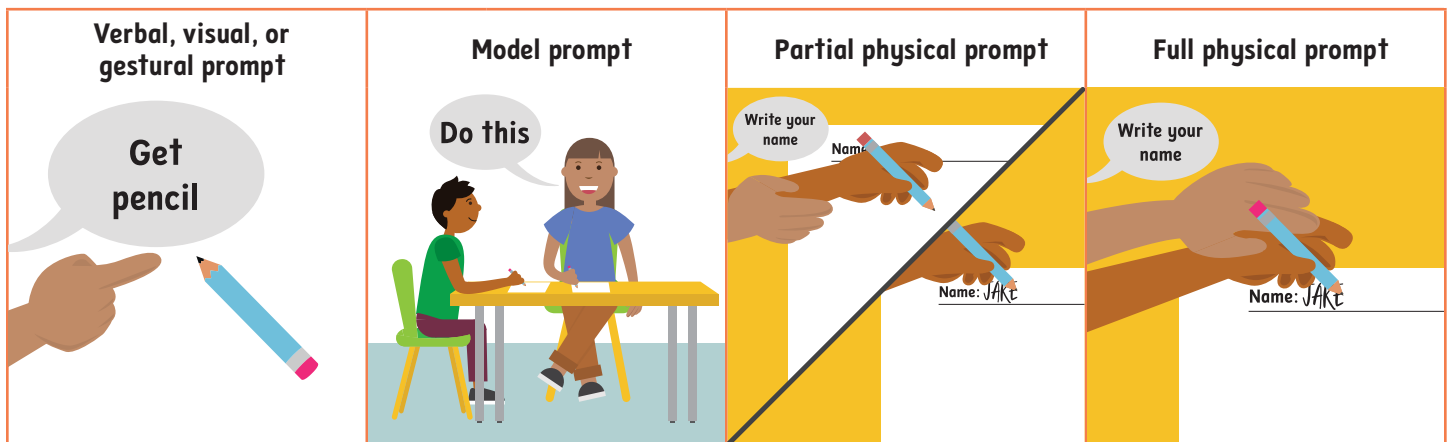
- Explain the activity using one-step directions.
- If possible, always follow a receptive task with asking for an expressive response.

### Extend learning opportunities for students at all levels

- Explain the activity using multi-step directions.
- Prompt the student to perform multiple steps of the task.
- Encourage students to increase verbal responses (using their mode of communication) by prompting full sentence responses.
- Ask follow-up questions that stretch the student's thinking on the topic or prompt a more detailed answer.
- Encourage students to read the cards, directions, and other activity materials aloud either to themselves or to the whole group.
- Encourage students to offer assistance to peers, when appropriate.

## Least-to-Most Prompting Strategy

1. Start with the least prompt needed to support a correct response.
2. Get the student's attention before providing a prompt.
3. Give the student the opportunity to respond (do not offer too much time—intervene before the student makes an error).
4. Progress to a more supportive prompt, if needed.
5. Fade prompts as quickly as possible.



*Least-to-most*