


Categories and Sub Domains		Student Descriptors By Category of Need					
		All of the descriptors below assume that the student is receiving / will receive an appropriately tiered system of supports and accommodations					
		Lower Service Need	←—————→				Higher level of need
Behavior	Aggression	Student can be redirected with re-teaching and positive reinforcement. Student demonstrates age appropriate externalizing behavioral expectations.	Student can in most cases be redirected with re-teaching and positive reinforcement. An example may be: Student demonstrates behavior physically or verbally toward peers and/or adults when escalated (not an imminent safety concern) and can be redirected.	Student can sometimes be redirected with re-teaching and positive reinforcement. Student demonstrates aggressive behavior toward peers and/or adults and environment when escalated, and requires tiered de-escalation strategies. Student requires an FBA to support analyzing function of behavior to develop a BIP.	Student can be redirected at times with re-teaching and positive reinforcement with specific staff members or situations. Student requires a FBA/BIP to have access to accommodations and direct adult support. Frequent data collection is needed to monitor and support BIP implementation. An example may be: Student's actions or words are often perceived by others to be threatening and/or harmful.	Student can only be redirected with re-teaching and positive reinforcement within a few situations. Student requires a FBA/BIP plan to have access to accommodations and direct adult support to implement plan. A comprehensive BIP with extensive/multiple supports is needed. An example may be: Student has regular injurious behaviors to self or others more than a few times per day and requires detailed programming with regular staff prompts/redirection to maintain safe behavior.	Student can rarely be redirected with only re-teaching and positive reinforcements. Student requires direct adult support to monitor unsafe behaviors in addition to a comprehensive FBA/BIP with extensive/multiple supports. An example may be: Student has frequent injurious behaviors to self or others. Extensive programming is required which may include direct adult support as well as accommodations for the safety of the student and others.
	Escape / Elopement	Student's behavior is consistent with their same aged peers. Student may benefit from building level supports and accommodations.	Student may benefit from reinforcement systems to support coping skills and problem solving skills. An example may be: Student elopes from work/activities within the classroom, and typically responds to adult redirection/prompts.	Student requires instruction to address needs resulting in elopement that may include problem solving, work avoidance, and/or coping skills and reinforcement systems. Student requires a FBA to support analyzing function of behavior to develop a BIP.	Student requires explicit instruction in coping skills and/or problem solving skills in persisting through challenging tasks. Student requires a FBA/BIP to have access to accommodations and direct adult support. Frequent data collection is needed to monitor and support BIP implementation. An example may be: Student has a pattern of eloping from their designated location.	Student requires more intense instruction in coping skills and/or problem solving skills. Student requires a FBA/BIP to have access to accommodations and direct adult support to closely supervise and implement plan. A comprehensive BIP with extensive/multiple supports may be needed. An example may be: Student frequently elopes from their classroom.	Student requires extensive direct adult support in remaining in their designated environment in addition to a comprehensive BIP with extensive/multiple supports. An example may be: Student frequently elopes from the school building and/or campus.
	Transitions	Student's behavior is consistent with their same aged peers. Student may benefit from building level supports and accommodations.	Student generally transitions between activities when provided with accommodations outlined within the IEP:	Student is identified as needing some specially designed instruction to gain skills to increase successful transition between activities. Student may require a FBA to support analyzing function of behavior to develop a BIP. An example may be: Student shows difficulties transitioning between activities in Gen. Ed. settings and responds to redirections and/or re-teaching.	Student needs instruction provided by special education in order to be successful in transitioning between activities. Student requires a support plan FBA/BIP to have access to accommodations and direct adult support. Frequent data collection is needed to monitor and support BIP implementation. An example may be: Student has more significant difficulties transitioning between activities and often responds to redirections and/or re-teaching from Sped staff/educators.	Student needs frequent support to safely and successfully transition between activities. Student requires a FBA/BIP plan to have access to accommodations and direct adult support to closely supervise and implement plan. Comprehensive BIP with extensive/multiple supports may be needed. An example may be: Student has difficulties transitioning between activities, and requires frequent redirections and re-teaching.	Student needs specially designed instruction and positive interventions provided throughout their day in order to make transitions between activities in addition to a comprehensive FBA/BIP. An example may be: Student requires extensive supports to transition between activities throughout their day and consistently requires direct adult support and pre-planning to complete them.
Personal Skills	Self Regulation	Student has self regulation skills that are consistent with same aged peers. Student may benefit from building level supports and accommodations.	Student utilizes coping skills in most situations in order to regulate emotions.	Student utilizes coping skills in some situations and requires support from adults to use skills throughout the school day in order to regulate emotions in various situations. Student may require an FBA/BIP to support analyzing function of behavior to develop a BIP.	Student utilizes coping skill-instruction in a small group in order to regulate emotions in various situations throughout the school day. Student requires a FBA/BIP to have access to accommodations and direct adult support. Frequent data collection is needed to monitor and support BIP implementation.	Student utilizes coping skills in specific situations. Student requires a plan to have access to accommodations and direct adult support to closely supervise and implement plan. Comprehensive BIP with extensive/multiple supports may be needed. An example may be: Student has difficulties with self-regulating and problem solving throughout their day and/or lead to behavior escalation.	Student rarely utilizes coping skills. Student requires direct adult support in remaining in their designated environment in addition to a comprehensive BIP with extensive/multiple supports. An example may be: student has difficulties with self-regulating and problem solving are ongoing and/or frequently lead to the student being in escalation stage within the crises cycle.
	Self Management	Student has self management/problem solving skills consistent with same aged peers. Student may benefit from building level supports and accommodations.	Student utilizes self management skills in most situations in order to follow expectations.	Student utilizes self management skills in some situations. Student may require a FBA to support analyzing function of behavior to develop a BIP. An example may be: student has difficulty consistently following classroom and school norms and routines.	Student utilizes self-management instruction in a small group to target difficulties accessing and understanding classroom and school norms and routines. Student requires a FBA/BIP support plan to have access to accommodations and direct adult support. Frequent data collection is needed to monitor and support BIP implementation. An example may be: student's difficulties with self-managing may be distracting to their learning and/or the learning of their peers.	Student utilizes self management skills in specific situations. Student requires a plan to have access to accommodations and direct adult instruction to closely supervise and implement plan. Comprehensive BIP with extensive/multiple supports may be needed. An example may be: student's difficulties with self-management are disruptive to their peers until assisted or redirected.	Student rarely utilizes self management skills. Student requires direct adult instructional support in remaining in their designated environment in addition to a comprehensive BIP with extensive/multiple supports. An example may be: student's difficulties with self-management are disruptive to their school day.

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Social-Emotic	Social Awareness	Student has social awareness skills consistent with same aged peers. Student may benefit from building level supports and accommodations.	Student utilizes social awareness skills in most situations in order to take perspective and understand social situations.	Student utilizes social awareness skills in some situations. Student may require a FBA to support analyzing function of behavior to develop a BIP. An example may be: a student can apply social awareness in familiar situations, and struggles to generalize skills.	Student utilizes social awareness instruction in a small group to target different perspectives, emotions and feelings that others may have. Student requires a FBA/BIP support plan to have access to accommodations and direct adult support. Frequent data collection is needed to monitor and support BIP implementation. An example may be: a student can apply social awareness in structured situations, has difficulty generalizing skills and the impact of choices.	Student utilizes social awareness skills in few specific situations and requires frequent, targeted, repetitive instruction in social awareness. Student requires a plan to have access to accommodations, direct adult support and extensive modifications to closely supervise and implement plan. Student requires a FBA/ BIP with extensive/multiple supports. An example may be: Student must be provided specific structures to model, practice and apply social awareness skills.	Student rarely utilizes social awareness skills. Student requires direct adult support with explicit instruction to orient to people and the environment. An example may be: Student must be provided with brief clear, instruction around targeted social skills that require prompting and frequent reinforcement.
	Relationship skills	Student has relationship skills that are within the normal range for their age/grade level. They may benefit from building level supports and accommodations.	Student utilizes relationship skills in most situations in order to establish connections with peers and adults consistent with student's developmental level.	Student utilizes relationship skills in some situations. Student may require a FBA to support analyzing function of behavior to develop a BIP. An example may be: student requires practice and structured interactions to help support their relationship building skill development and able to generalize.	Student utilizes relationship skills in a small group to target negotiating conflicts, and participating in reciprocal interactions with others. Student requires a FBA/BIP support plan to have access to accommodations and Frequent data collection is needed to monitor and support BIP implementation. An example may be: student requires practice and structured interactions to help support their relationship building skill development and has difficulty generalizing.	Student utilizes relationship skills in structured situations and requires frequent, targeted and repetitive instruction to support relationship skills. Student requires a plan to have access to accommodations, direct adult support and extensive modifications to closely supervise and implement plan. Comprehensive FBA/ BIP with extensive/multiple supports may be needed. An example may be: Student must be provided specific structures to model, practice and apply relationship skills.	Student rarely utilizes relationship skills. Student requires direct adult support with explicit instruction to engage in relationship skills. An example may be: Student must be provided with brief, clear instruction around targeted relationship skills that require prompting and frequent reinforcement.
Academic		Student has academic skills that are within the typical range for their grade level peers.	Student has academic skills that are progressing towards the typical range of their grade level with tiered interventions and specially designed instruction.	Student has academic skills that are progressing towards the typical range, universally designed instructional supports and specially designed instruction.	Student is provided tiered intervention, universally designed instructional supports and specially designed instruction. Additionally, student requires small group specially designed instruction to make academic progress.	Student requires small group specially designed instruction and significantly modified core content in order to make academic progress. Additionally, student is provided tiered intervention, universally designed instructional supports and specially designed instruction.	Student requires a replacement to the core curriculum due to academic, cognitive and/or awareness levels that keep them from being able make academic progress within the core curriculum. Student is provided tiered intervention, universally designed instructional supports and specially designed instruction. Student requires small group and/or direct adult support in specially designed instruction.
Communication	Expressive Communication	Student has expressive language skills that are within the typical range for their age/grade level. They may benefit from building level supports and accommodations.	Student communicates wants, needs and ideas and engages with classroom instruction using mostly age-appropriate or developmentally appropriate means. Student may need increased cues or models but is mostly understood.	Student requires direct instruction to develop skills and strategies in order to communicate wants, needs and ideas and to engage with classroom instruction in a manner that is understood.	Student's ability to communicate wants, needs and ideas and engage with instruction and peers requires explicit instruction and adult support to develop and employ skills and strategies in order to understand the student's communicative intent.	Student has limited functional expressive communication and requires explicit instruction and adult support to develop and employ skills and strategies to convey basic needs and wants.	Student has very limited to non-functional communication and requires extensive instruction to develop communication system to convey basic needs and wants.
	Expressive Communication: Augmentative and Alternative Communication (AAC)	Student combines single words, spelling and phrases together to communicate about a variety of subjects as others would at his/her age and is able to expand on a thought in a conversation. Student coordinates AAC management - assures device is charged, lets appropriate person know if device is broken, etc.	Student communicates about a broad range of topics with both familiar and unfamiliar communication partners. Consistently combines 2 or more symbols for different communicative functions (e.g., comments, questions, or sharing information). Uses a wider variety of vocabulary or communication tools within his/her communication device.	Student uses combination of communication methods to express messages (e.g., gestures/pointing, symbols, speech/vocalizations, and device). Symbols and objects are used spontaneously to communicate basic needs and make a variety of requests. When given support, student begins to use symbolic representation for commenting and to ask questions. Student communicates best in routines, about familiar topics, and with familiar communication partners	Student is beginning to understand the concepts of cause and effect and symbolic representation (symbols, photographs, concrete objects) of high frequency core words and common objects. Student may use these items, along with gestures, eye gaze, body language, facial expression or other behavior to intentionally (e.g., pointing, showing, giving) communicate wants/needs/regulatory state when highly motivated. However, reliability of these communication attempts varies from day to day or activity to activity.	Student does not have a reliable method of expressive communication through symbolic language and is unable to communicate, wants, needs, concepts, ideas or thoughts. Student is able to clearly express desire or dislike in some way. Familiar communication partners are able to interpret body language, facial expressions or other behavior most of the time.	Student is unable to communicate using recognizable means. Student has not demonstrated knowledge of cause and effect and does not use eye-gaze or vocalizations to convey basic needs. Communication partners interpret behavior (body movements, facial expression, vocalizations, etc.) and assign commutative meaning.
	Listening Comprehension	Student understands academic content and classroom instruction, including following multi-step directions with occasional cues, models, explanations or assistance. They may benefit from building level supports and accommodations	Student understands academic content and instruction, including following multi-step directions with frequent cues, models, explanations or assistance.	Student requires direct instruction in order to develop skills and strategies needed to understand academic content and classroom instruction and to follow multi-step directions.	Student's understanding of language significantly interferes with their ability to follow directions and routines, requiring instruction, supports and modifications.	Student requires extensive instruction, supports and modifications in order to develop and understand concepts and directions.	Student requires extensive instruction and supports in order to understand the communicative intent of others.

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Adaptive	Social Communication/ Pragmatics	Student understands and uses communication skills for a variety of purposes and audiences, following socially appropriate rules with occasional cues, models, explanations or assistance.	Student sometimes demonstrates understanding and uses of communication skills for a variety of purposes and audiences, mostly following socially appropriate rules with frequent cues, models, explanations or assistance.	Student is able to use social communication skills to engage with peers with communicative intent and have conversation exchanges with supports and modifications.	Student requires direct instruction in order to develop skills and strategies needed to understand and use appropriate social communication skills in multiple contexts.	Student's social communication skills consists of specifically practiced social situations. Student requires social communication skills to be broken down into small parts and benefits from individualized specially designed instruction and support in social communication skills throughout their day. (May require a FBA or BIP) Student requires direct instruction to develop social communication skills and strategies needed to engage with peers using communicative intent and basic conversation skills.	Student requires extensive instruction and supports in order to engage with communicative intent with others. An example may be: Student uses limited social communication skills. In order for student to engage in social situations, adults need to specifically plan out situations that will provide opportunities for the student to engage and provide individualized adult support throughout the interaction.
	Adaptive- Adaptability/ Flexibility/ Self Direction	Student has adaptability skills to respond that are within the typical range for their age. Student responds to changes in their environment and standards within a range that is expected based on age. They may benefit from building level or accommodations.	Student is able to adapt to a range of different situations during their school day, and benefits from staff instructional support in learning to adapt to these situations.	Student requires specially designed instruction and increased repetition to adapt to new situations.	Student requires instruction, pre-teaching, and modifications to be successful in adapting to many situations. Student often needs skills to be taught in different contexts and settings, as generalizing skills is very difficult for them.	Student needs significant pre-teaching of student skills with a very gradual release of support as they learn to adapt to new situations. Primary or secondary reinforces are often needed to support this student in persisting through difficult new learning. Student needs direct adult instruction in all to almost all transitions.	Student needs direct adult instructional support and significant modifications on all tasks and tasks need to be significantly adapted to meet their disability-related needs. Student's demonstrated need impacts their ability to learn in the same modality and rate as typically developing peers.
	Adaptive- Daily Living (ADL) Skills	Student demonstrates adaptive skills, that includes activities of daily living (self care, eating, dressing, mobility, continence) that are within the typical range for their age and/or demonstrates the skills to address ADL needs independently. The student may require accommodations. Student knows and is able to follow the medical routine and use any medical equipment with little to no assistance. Student is able to communicate medical needs with appropriate staff.	Student consistently follows activities of daily living (self care, eating, dressing, mobility, continence) routines. Student requires occasional support for fine motor tasks related to self-care -Student needs extra visuals/instruction to follow a daily routine.	Student is able to self-feed but needs verbal/visual cues to maintain safety and/or follow for ADL Skills. Student inconsistently uses a daily or routine-based schedule. An example may be: Student knows some of the steps of ADL Skills but is inconsistent. Student requires specially designed instruction with specific supports to complete tasks independently. Student requires adult prompting at age-appropriate level, to take medications or how to use some of the medical equipment.	Student requires extensive prompting to use a daily or routine-based schedule for ADL Skills. An example may be: Student requires physical assistance with most tasks related to self-care.	Student requires adult assistance to perform ADL Skills and needs monitoring. Student requires physical support to use a daily or routine-based schedule. Staff monitor and respond to medical needs of student.	Student requires adult assistance to perform ADL skills and needs monitoring. Student requires physical support to use a daily or routine-based schedule. Student needs physical assistance or may need 2 adults for transfers. Student uses a daily or routine-based schedule. Student requires specialized assistance with feeding and other medical procedures. Student has a plan that requires specific staff training.
	Mobility	Student has mobility skills that allow them to access the school environment.	Student may require assistance to physically access the school environment and may receive OT and/or PT supports/consultation.	Student requires assistance to physically access the school environment and may require modifications to the environment, adapted equipment or prompts. Student receives OT/PT consultation, supports and/or services.	Student requires direct instructional support to physically access the school environment and requires modifications to the environment, adapted equipment and/or specific equipment. Student receives OT/PT consultation, supports and/or services.	Student requires direct instructional support to physically access the school environment and requires modifications to the environment, adapted equipment and/or specific equipment. Student receives OT/PT supports and/or services.	Student requires direct support to physically access the school environment and requires modifications to the environment, adapted equipment and/or specific equipment. Student receives OT/PT supports and/or services. Student has medical/physical needs that require specialized positioning or equipment during the school day. Student needs assistance with travel, transfers or repositioning and requires full adult support with all physical activities throughout the day.
	Vision	Student has a visual impairment and is able to independently access learning materials and the environment once accommodations are in place. Student is able to advocate for what's needed most of the time.	Student has a visual impairment and requires ongoing modifications to instruction, materials and the environment that can be set up within the classroom with occasional the Teacher of the Visually Impaired in consultation. Student is able to use technology or travel supports with minimal adult assistance	Student has a visual impairment and requires ongoing modifications to instruction, materials and the environment that can be set up within the classroom with ongoing Teacher of the Visually Impaired in consultation. Student is able to use technology with moderate adult support. Student requires adult support for travel in new/unfamiliar environments.	Student has a complex or changing visual impairment and requires ongoing modifications to instruction, materials and the environment with ongoing Teacher of the Visually Impaired direct instruction and/or consultation. Student may require adult support to use specialized technology, low vision devices or braille materials. Student may be able to travel semi-independently when given ongoing Orientation and Mobility instruction.	Student has a severe, complex or changing visual impairment and requires ongoing modifications to instruction, materials and the environment with Teacher of the Visually Impaired consultation and direct instruction. Student may require adult support to use specialized technology, low vision devices or braille materials. Student requires O&M instruction and adult assistance to travel. Some examples may be: student scores in the moderate range on many areas of the Complex Visually Impaired range, has multiple impairments in addition to vision impairment, has recently had a significant change in vision, student is transitioning to a new school setting, etc.	Student has a severe, complex visual impairment, or dual sensory impairment and requires adult support to modify materials, instruction and environment throughout the day. Student may require frequent consultation and direct instruction from a Teacher of the Visually Impaired and O&M, in addition to daily support from Intervener, Brail list, or 1-1 staff support for instruction. Student requires adult support with specialized technology and travel.  Some examples may be: student is deaf-blind, student scores in the low to moderate range on many areas of the CVI range, student has multiple impairments in addition to blindness and has limited awareness of environment, etc.

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<b>Hearing</b>	<p>Student has a hearing loss, or has cochlear implant(s) and is able to independently access their education with their assistive device(s) and/or with use of an interpreter. Student is able to self-advocate and is self-sufficient with most aspects of managing their auditory devices (hearing aids, cochlear implants, FM system, etc.) with occasional support from an audiologist providing audiology services. Student may require SLP services.</p>	<p>Student has a hearing loss (mild) or cochlear implant(s) and is able to access approximately 50% or more of what is said in class. Student's hearing loss affects their communication and social skills. Student needs visual and environmental supports in the classroom. Student needs accommodation and self advocacy support from the Teacher for the Deaf and Hard of Hearing. Support may include frequent check in with Gen Ed teacher to help implement and maintain accommodations in the classroom. Accommodations may include an interpreter, FM system and a note taker. (FM system in classroom/ large groups situations.) Student has access to audiology services and may require SLP services.</p>	<p>Student has a hearing loss (mild to moderate) or cochlear implant(s) and can access approximately 50% or less of auditory instruction. Student's hearing loss affects their communication and social skills. Student needs visual and environmental supports in the classroom. Student may require learning support from the Teacher of Deaf and Hard of Hearing in addition to accommodation and self advocacy support. Support may include frequent check in with Gen Ed teacher to help implement and maintain accommodations in the classroom, and or pullout/pushing support related to academics or use of interpreter/other devices. Accommodations may include an interpreter, FM system and a note taker. (FM system in classroom/ large groups situations.) Student has access to audiology services and may require SLP services.</p>	<p>Student has a hearing loss, (moderate to severe), or has cochlear implant(s). Student's hearing loss affects their communication and social skills. Student needs visual and environmental supports in the classroom. Student needs learning support from the Teacher of Deaf and Hard of Hearing in academic areas in addition to support with accommodations, use of devices, and self advocacy. Instruction on how to use an interpreter in the Gen Ed classroom, possible pullout/push in to support academic areas. Accommodations may include an interpreter, FM system and a note taker. Student may require interpreter in group settings like story time, school announcements, and when peers are talking, or an FM system in classroom/large groups. Student has access to audiology services and may require SLP services.</p>	<p>Student has a profound hearing loss or has cochlear implant(s). Student's hearing loss drastically affects their communication and social skills. Student is unable to access auditory input effectively from others. Student presents with very limited signed and/or spoken language. Student needs direct services from the Teacher of Deaf and Hard of Hearing to develop language and communication skills, to learn ASL, self advocacy skills, how to use an interpreter and maintenance of student hearing devices. Student needs access to interpreter in classroom group settings (i.e., story time, school announcements, when peers are talking). Student may require a signing para, and support from a language development consult. Student has access to audiology services and may require SLP services.</p>	<p>Student has hearing loss with additional areas of difficulty, multiple disabilities and is not yet able to communicate with others. Student's hearing loss affects their communication and social skills, may use FM system. Student needs visual and environmental supports and direct teaching from the Teacher of Deaf and Hard of Hearing, to learn visual communication strategies, ASL, object exchange, self advocacy skills, use and maintenance of hearing devices. Student requires team to support access to education. May require services from OT, PT, Behavior and/or Vision specialists. Students may need ASL interpreter, intervener, signing para, behavior support and/or support from language development consult. Student has access to audiology services and may require SLP services.</p>