

LT Level	Cognition	Motor	Sensory	Communication	Social Emotional
Intuitive Patterner: Foundations	Patterning at this developmental level is best understood through songs, rhymes, and movement.	Monitor that all toys/materials are physically accessible for children who are mobile and those who are not yet mobile.	Provide young children with a range of textured toys/materials that are safe for them to explore orally.	Use animated facial expressions and vocal tone to help engage children with the activity.	Bring items of interest close to your face to engage the child and encourage joint attention.
Pattern Recognizer	Model curiosity for patterning and explicitly demonstrate the actions you would like to see the child try.	Ensure that all gross motor activities are done in an open, level space for children's safety.	Utilize materials that have a stark contrast in color (i.e., black/white or red/yellow) for very young children or for children with a visual impairment.	Provide ample wait time before intervening. Watch for any non-verbal communication attempts, including pointing.	Promote a child's self-esteem development by positively reinforcing their attempts to create patterns.
Patterner AB	Point out patterns in different environments and activities to help children connect and generalize their learning.	Find ways for movement-based patterning to be completed while sitting or lying down, to include children who are not mobile.	Offer a quiet retreat area in the classroom for children to re-regulate their bodies as needed (*note: this should always be positive and not used as a time-out corner).	Narrate your actions and child's actions to teach key vocabulary, such as pattern, repeat, again, first/then, etc.	Make sure children have their own defined space and toys to gain uninterrupted, hands-on practice with patterning.
Patterner, Pattern Translator and Unit Recognizer	Create patterns one step at a time, slowly chanting out loud with each component. Then, link all of the components, quickening your chanting pace.	Place materials and manipulatives in a bowl or on a paper plate for easier grasping.	Use less stimulating patterning materials.	Repeat instructions multiple times throughout the activity.	If playing a game that requires taking turns, utilize a visual to help children know when it's their turn. (e.g., rotate children's pictures through a line to indicate who's next).
	Simplify the pattern for children who need a bit more practice, slowly adding parts as appropriate.	When creating visual patterns, use interlocking manipulatives as available.	Provide manipulatives that appeal to multiple senses, offering a variety of textures from children to choose from.	Have students give you a signal that they are listening and ready to make a pattern (i.e., thumbs up, eyes-on-me, etc).	Give students time to explore new materials before starting the activity, to decrease distraction over their novelty.

INCLUSIVE TEACHING PRACTICES: PATTERNING

[LT]²

Suggestions to Support Diverse Abilities



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Numeric Patterner, Beginning Arithmetic Patterner	Use children’s understanding of visual patterns to bridge the transition to learning numeric patterns.	Make sure children can comfortably reach all materials (both sitting and standing), without hunching over or standing on tiptoes.	Take note of children’s unique sensory needs and provide the necessary supports for them to do their best (i.e., noise cancelling headphones, classroom lighting preferences, sensory breaks, etc.).	Make sure that the transition to a new activity has fully completed and children are engaged before giving any instructions.	Prioritize group activities, encouraging children to discuss their thoughts and collaborate with peers.
	Provide additional patterning resources for children to explore independently (i.e., books, videos, games, etc).	For children with fine motor challenges, add Velcro or tape to materials to keep them from scattering.	Ensure that children with hearing or visual needs sit closest to the teacher. When speaking, face them so they can read your lips (during the pandemic - wear a clear mask).	Simplify and reduce the number of words used when describing something.	Have a rotating special helper set up/clean up the activity, promoting ownership and confidence with the task.
Relational Thinker +/-, Relational Thinker Symbolic +/-	Children with executive functioning difficulties may need assistance keeping track of their place in longer activities.	Implement planned, timed movement breaks, such as a “GoNoodle” video.	Provide multisensory learning and response opportunities (i.e., tactile, auditory, visual, etc).	Create a visual word bank of new math terms for children to reference, including words such as “function” and “T-chart.”	Pair students up in twos to provide each student with a positive peer model to work with.
	If representing numbers with letters, write these representations on a white board for children to independently reference (i.e., D = DOG).	Provide adaptive pencil grips, and other fine motor supports to ensure all students can participate.	An angled workspace/slant board can help decrease any visual glare on the paper.	Allow for nonverbal participation, such as the use of response cards or writing/drawing their ideas.	Give immediate and specific feedback during. Focus less on the child being “smart” and more on the specific ways they worked hard to achieve their goals.
Relational thinker with Multiplication	If children get stuck with multiplication, model the strategy of skip counting or adding the numbers instead.	Offer flexible seating options for children to find what suits their needs best.	If appropriate, offer assignments in braille or large print for children with visual impairments.	Repeat a student’s answer or question back to them, to ensure there is no miscommunication.	Try the activity one-on-one (if possible) to limit distractions and provide more explicit modeling.

<p>Functional Algebraic Thinker</p>	<p>To promote personal connection, adjust the particulars of an activity to fit another curricular unit or a current interest of the children.</p>	<p>Some children might benefit from a tablet or other technological support for writing.</p>	<p>Limit external distractions as the children work, making sure the room is quiet and comfortable.</p>	<p>Discussing relationships is a large part of this level. Be sure to use open-ended questions to encourage a deeper level of thinking.</p>	<p>Flexibly group children with a range of knowledge on the concept, to promote peer modeling and collaboration.</p>
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