

LT Level	Cognition	Motor	Sensory	Communication	Social Emotional
<b>Intuitive Mover: Foundations</b>	Introduce <i>Spatial Visualization and Imagery</i> through songs and rhymes. Repetition and consistency will help the songs and Spatial Visualization and Imagery become familiar to the children.	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.
<b>Concrete Slider, Flipper, Turner</b>	Model curiosity for the activity and the specific actions you would like to see the child accomplish.	If a child is not yet able to grasp or manipulate an object, hold the object close to the child or provide hand-over-hand support as tolerated.	Try using sound or tapping on their hand/arm to reinforce the concept.	Read children's nonverbal cues for when they may need a break or are ready to move on to a new activity.	Promote a child's self-esteem development by positively reinforcing their actions and attempts to engage with the activity.
<b>Simple Slider and Turner</b>	Integrate <i>Spatial Visualization and Imagery</i> throughout the day and during a variety of activities to help children generalize the skill.	If a child is not yet reaching independently for items, place the items in the child's hand one at a time.	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.	Make sure children have their own defined space and toys (if relevant) to gain uninterrupted, hands-on practice with Spatial Visualization and Imagery.
<b>Beginning Slider, Flipper, Turner</b>	Scaffold children's learning as needed, being sure to provide ample opportunities for children to practice the skill independently.	Ensure that gross motor activities are done in an open, level space for children's safety.	Some children might benefit from kinesthetic input, such as being bounced on the teacher's lap during an activity.	Acknowledge and expand upon the child's language throughout the activity.	Children may need appropriate play to be explicitly modeled for them.

<b>Slider, Flipper, Turner</b>	Integrate student interests whenever possible to promote engagement and personal connection to the activity.	Incorporate movement to increase engagement. For children with physical impairments, integrate seated movements.	Offer a quiet retreat area in the classroom for children to re-regulate their bodies as needed ( <i>*note:</i> this should always be positive and not used as a time-out corner).	Narrate your actions and child's actions to teach key vocabulary.	Give students time to explore new materials before starting the activity, to decrease distraction over their novelty.
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<b>Diagonal Mover</b>	Provide students with clear, explicit expectations before and during the activity.	Place materials and manipulatives in a bowl or on a paper plate for easier grasping.	Provide math manipulatives that appeal to multiple senses, offering a variety of textures.	If a child seems overwhelmed by responding, offer simple yes/no questions (verbal, head nod, thumbs up/down) to keep them engaged.	Prioritize group activities, encouraging children to discuss their thoughts and collaborate with peers.
<b>Mental Mover</b>	Visual supports can be helpful for children to organize and plan their learning (i.e., picture schedule, first/then board, etc).	Use interlocking manipulatives when available.	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, fidget bands, etc.).	Use new math words across multiple learning experiences and in meaningful conversations throughout the day.	Prime students on any safety expectations beforehand (i.e., walking feet, careful hands, etc.).