**Connecting the Dots**

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| **Student Characteristic** | **Present Level of Performance** | **Instructional/****Environmental Demand** | **How Disability Affects…** | **Accommodations for Classroom** | **Goal for SDI** |
| **Strength:** auditory comp.**Need:**Basic reading skills. | Can decode single syllable words; reads 50 words correct on 3rd grade passage | Read 5th-grade -level text.Answer questions for homework based on reading grade level text | Difficulty recognizing letter patterns; therefore difficulty in comprehending written text  | Digital textbook when reading grade level text (for any purpose other than spec. reading instruction) | Improve decoding skills and sight vocabulary to beginning 4th grade level. |
| **Strength:**Background Knowledge**Need:**Limited sustained attention | Can remain on task for 5 minutes. | Teacher provides lecture on introduction to new science unit (@ 30 minutes). | Student misses critical information; distracts other students. | Provide opportunity for “brain break” every 10 minutes; Seat where student can use tools (i.e., fidget ball) to stay on task | Sustain attention for longer periods through explicit instruction on self-monitoring skills |