

Matrix of Services

Student Name: _____

Domain A—Curriculum and Learning Environment

Level 1 <input type="checkbox"/>	Requires no services or assistance beyond that which is normally available to all students
Level 2 <input type="checkbox"/> Requires simple adaptations to curriculum or learning environment	Adaptation to the general curriculum Curriculum compacting Electronic tools (e.g., tape recorders, word processors) Adapted textbooks, materials (e.g., large print, Braille, audio format) Modified assessment procedures/materials Specially prepared notes, materials Referrals to agencies Consultation on a monthly basis with teachers, family, agencies, or others
Level 3 <input type="checkbox"/> Requires modified curriculum and/or learning environment	Differentiated curriculum Modifications to curriculum content, process, product Specialized instructional approaches Low-vision aids or use of electronic tools with assistance Alternate textbooks, materials, assessments, or equipment Special assistance in mainstream requiring weekly consultation Assistance for some learning activities Direct, specialized instruction and/or curriculum for some learning activities Collaboration with teachers, family, agencies, or others
Level 4 <input type="checkbox"/> Requires different curriculum and/or extensive modification to learning environment	Extensive creation of special materials Direct, specialized instruction and/or curriculum for the majority of learning activities Instruction delivered within the community Assistance for the majority of learning activities (e.g., low pupil-teacher ratio) Use of assistive technology with supervision for majority of learning activities
Level 5 <input type="checkbox"/> Requires different curriculum and substantial modifications to learning environment	Instruction in reading Braille Intensive curriculum or instructional approach for most learning activities (e.g., supported employment, very small group, or one-to-one assistance) Group instruction at home or hospital (e.g., teleclass) Individual instruction at home or hospital Ongoing, continuous assistance for participation in learning activities

Domain A Rating: _____

Domain B—Social/Emotional Behavior

Level 1 <input type="checkbox"/>	Requires no services or assistance beyond that which is normally available to all students
Level 2 <input type="checkbox"/> Requires periodic assistance and/or behavior management	Consultation on a monthly basis with teachers, family, agencies, or others Specialized training in self-advocacy and understanding of exceptionality Special behavior system in general class Monthly counseling or guidance Monthly assessment of behavior or social skills
Level 3 <input type="checkbox"/> Requires weekly personal assistance, behavior management, or intervention	Small group training in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, and socialization Weekly counseling or guidance Behavior contract, including behavior outside the classroom (e.g., lunch, bus, home) Weekly family counseling, assessment, interventions Referral and follow-up for transitions to and from community-based programs Weekly assessment of behavior as part of special behavior system Collaboration with teachers, family, agencies, or others
Level 4 <input type="checkbox"/> Requires daily personal assistance, monitoring, and/or intervention	Highly structured behavior management plan infused throughout the school day Daily counseling or specific instruction on social or emotional behavior (e.g., self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, socialization) Daily reports to family, agencies, or others
Level 5 <input type="checkbox"/> Requires continuous personal assistance, monitoring, and intervention	Intensive, individualized behavior management plan that requires very small group or one-on-one intervention Therapeutic treatment infused throughout the educational program Wraparound services for up to 24-hour care

Domain B Rating: _____