

Mila in Grade 1

Profile

Mila has been diagnosed with ASD, ADHD, and emerging dysgraphia traits. She is sensory seeking, often elopes the classroom during transitions, and has meltdowns during center activities. She has a strong sense of patterning and counting when regulated.

Curriculum Focus (Math):

Number sense — count, represent, compare quantities.

Please identify:

1. Inclusion & Programming

What does engagement look like? (Personal, Social, and Intellectual goals are met)

2. What SSP(s) is required?

What evidence justifies your decision?

3. Teaching & Learning Strategies

List 5 strategies that promote regulation while maintaining the curricular goal.

4. Environmental Adaptations

What changes to space, noise, transitions, visuals, routines could be put in place?

5. Assessment & Assignments (See MB Ed SLOs attached)

How can Mila show evidence of learning without writing being the barrier?

List 2–3 assessment options.

MB Education Specific Learning Outcomes



Counting & Subitizing

1.N.1 — Say the number sequence by:

- 1s forward and backward (0–100)
- 2s to 30 (forward from 0)
- 5s and 10s to 100 (forward from 0)

1.N.2 — Subitize and name familiar arrangements of 1–10 dots (or objects).

1.N.3 — Demonstrate understanding of counting by:

- using the counting-on strategy
- using parts or equal groups to count sets



Representing Numbers

1.N.4 — Represent and describe numbers to 20, concretely, pictorially, and symbolically.



Comparing & Estimating Quantities

1.N.5 — Compare and order sets containing up to 20 elements using:

- referents
- one-to-one correspondence

1.N.6 — Estimate quantities to 20 using referents.



More/Less Relationships (important for regulation-friendly assessment)

1.N.8 — Identify the number (to 20) that is:

- one more
- two more
- one less
- two less