



Zone Purpose Card

Example Guide

	Goal Area / Curriculum Focus	Adult Prompting & Facilitation Strategy
<i>Phonics Focus</i>	Target Digraph: /sh/ sound identification and word building.	Provide visual word lists. Prompt children to fish out ' s ' and ' h ' to spell target words (e.g., <i>ship, fish, shell</i>).
<i>AAC / Comm. Focus</i>	Functional communication across classroom settings using AAC devices/core boards.	Model and prompt device navigation for core words during play (e.g., " <i>more</i> ", " <i>look</i> ", " <i>my turn</i> ", " <i>in water</i> ").
<i>Emergent Literacy</i>	Name recognition and initial letter- sound association.	Encouraging children to search for the first letter of their name or build their name using floating letters.



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<i>Phonics Focus</i>		
<i>AAC / Comm. Focus</i>		
<i>Emergent Literacy</i>		



Zone Purpose Card

	Goal Area / Curriculum Focus	Adult Prompting & Facilitation Strategy
<i>Phonics Focus</i>		
<i>Numeracy Focus</i>		
<i>Emergent Literacy</i>		



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Multi-Dimensional Observation

Example Guide

Student Initials	1. Cognitive / Academic	2. Motor & Sensory	3. Communication & AAC	4. Self-Regulation & Exec. Functioning	5. Social & Peer Play
Target Focus:	<i>Sorting, counting, pattern, initial sounds</i>	<i>Pincer grip, tool use, sensory tolerance</i>	<i>Core words, AAC navigation, speech targets</i>	<i>Task initiation, transition ease, sustained focus</i>	<i>Turn-taking, parallel play, sharing space</i>
Student RJ	Sorted acorns by size with a model prompt.	Used tongs with dynamic pincer grip; cross-midline reach.	Used AAC to communicate "look under"; Verbal Prompt Required	Stayed focused for 5 mins; transitioned calmly with 1-min timer cue.	Shared water table tools; waited for peer to finish scoop.



Multi-Dimensional Observation

Student Initials	1. Cognitive / Academic	2. Motor & Sensory	3. Communication & AAC	4. Self-Regulation & Exec. Functioning	5. Social & Peer Play
Target Focus:					
Student					



Primary/Elementary Zone Concepts & Age-Appropriate Adaptations

Zone Area	Early Primary Focus (Ages 5–8)	Late Elementary Focus (Ages 9–12)
Socio-Dramatic	<i>Community Helpers / Grocery Store</i> Buying food items, using play money, requesting items via PECs, verbal communication or AAC.	<i>Café / STEM Workshop / Media Studio</i> Taking customer orders on clipboards, calculating bill totals, creating simple podcast scripts.
Construction & Design	<i>Blocks & Track Building</i> Building bridges, sorting shapes, practicing positional words (<i>under, over</i>).	<i>Maker-Space & Architecture</i> Following 3-step visual blueprints, using real tape measures, testing weight limits on LEGO/K'NEX structures.
Sensory Exploration	<i>Sensory Search & Match</i> Scooping items, finding hidden letters, exploring textures in sand/water.	<i>Scientific Experiment & Tactile Lab</i> Sorting mineral rocks, using pipettes with liquid watercolors, managing kinetic sand or slime with tools.
Literacy & Quiet Nook	<i>Story Listening & Picture Match</i> Audiobooks with big books, initial sound letter hunts.	<i>Graphic Novels & Multi-Media Hub</i> Audiobooks with text-tracking, reading high-interest/low-readability books, comic-strip creation.



Primary/Elementary Zone Concepts & Age-Appropriate Adaptations

Zone Area	Early Primary Focus (Ages 5–8)	Late Elementary Focus (Ages 9–12)
Socio-Dramatic		
Construction & Design		
Sensory Exploration		
Literacy & Quiet Nook		



Step-by-Step Implementation Guide

Step 1: Select a High-Interest, Age-Respectful Theme

Choose a concept that resonates with primary/elementary learners and supports rich vocabulary, varied sensory materials, and real-world roles.

Examples: Construction Site & Architecture Lab, Space Exploration Station, Local Farmers Market & Café, Weather & Climate Research Hub.

Step 2: Map Student Support Plan (SSP) Goals

Review current SSP, Speech & Language Therapy (SLT), and Occupational Therapy (OT) targets across your class roster.

Categorise targets into functional domains: Communication (AAC/Verbal), Fine/Gross Motor, Social/Emotional Regulation, and Cognitive/Academic.

Step 3: Stealth-Infuse Targets into Classroom Zones

Distribute individual goals across your designated learning zones using real-world tools and Zone Purpose Cards.

Ensure each zone holds low, medium, and high complexity options so all students participate meaningfully alongside peers.

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Step 4: Align Support Teams (SNA Prompting)

Use explicit, teacher-directed prompts on Zone Purpose Cards to direct Special Needs Assistants (SNAs) on how to scaffold play (e.g., "Model AAC word 'MORE' before adding water", "Prompt 2-step visual task before hand-over-hand assistance").

Step 5: Capture Authentic Data

Use multi-skill observation tracking during the thematic block to document live progress for SSP reviews.

