

- **Level 3** - Students who benefit from **level three** cognitive learning supports may typically learn to read text, produce simple writing, perform basic math processes and independently demonstrate comprehension of modified content learning information.
- **Level 2** - Students who benefit from **level two** cognitive learning supports may require picture support and other direct support in learning to input and produce information related to reading, writing or math, or to demonstrate comprehension of content learning.
- **Level 1** - Students who benefit from **level one** cognitive learning support may typically require maximum support within all instructional tasks. For these students, increasing the level of participation and demonstrating an active participation response is the main objective. **Student who require level one supports typically do not make distinct or consistent choices.**
 - A student who benefits from Level 1 supports may likely show observable and measureable behavior that is termed ***pre-symbolic communication***. Pre-symbolic communication is defined as nonstandard modes of communicating which are interpreted from behaviors such as body movement, facial expressions and sounds. Pre-symbolic communications are generally unintentional. Unique encourages the use of pre-symbolic behavior to develop an **active response mode**. For example, the teacher interacts with the student in preparation to read a story. The student makes a nonverbal sound that the teacher interprets by saying, "I heard your sound. That tells me you are ready to hear the story." While this vocalization may have been an unintentional signal, it is the start to building an intentional active response mode because it was acknowledged.