

**Table 1. Types of Settings Needed for Different Developmental Levels**

<b>Developmental Level</b>	<b>Ratio</b>	<b>Group Size</b>	<b>Composition</b>
Until child is consistently engaged and interactive with one adult, 1:1 interaction is necessary to help the child develop mutual attention, reciprocal interaction, and continuous communication. <sup>a</sup>	1:1	N/A	N/A
Once the child is interactive with adults, small-group experiences for sensorimotor experiences can proceed. Typical peer models can encourage imitation and interaction. Child should begin with 1:1 support with one, two, or three typical children.	1:1	4	Inclusive <sup>b</sup>
As child moves from one developmental level to the next, one-on-one support should be provided (e.g., floor time for beginning symbolic play). Once underway, mediation with one other typical child can be added.	1:1	2	Inclusive
Once child is interactive with one other child, group size can be slowly expanded for sensorimotor play-ground/gym activities and games or center work. Child should first work with one other child on cooperative tasks and then expand.	1:1	4-6	Inclusive
Once child is symbolic and verbal, he may engage in both 1:1 and 2:1 interactive symbolic play sessions. Group composition can now be larger to encourage child to play with different children and themes.	1:2	4-6	Inclusive
When some social skills are in place, the ratio of teacher to child with special needs can be increased to 1:2 in a larger group composition. Children at this level can be grouped with other children with special needs who are more interactive and ahead developmentally. Using flexible groupings, all children can have the experience of being the more and the less advanced player.	1:3	8-10	Inclusive

<sup>a</sup> When more structure is needed, the Miller method, TEACCH, ABA, or other similar approaches for imitation or pivotal response may be utilized to prepare children for learning in groups.

<sup>b</sup> "Inclusive" refers to including typical children to interact with the child with special needs. Group size may vary depending on the activity and includes other teachers and therapists along with the one-on-one teacher. More than one child with special needs can be involved as long as they have individual support. Once the child is participating actively and cooperatively with another child or children, the one-on-one support can be reduced. To prepare the child for success, it is recommended that he be primed for new activities before joining the group.