Presentation by: Scott Gutentag, Ph.D.

Resource Title	**It's a Match!** **Applying In-Vivo Supports to Students with Mild-Severe Intellectual Disabilities**
What is it?	A developmental approach to creating supports that match the student's developmental level in an effort to prevent and reduce the intensity of challenging behaviors. The supports are geared to individuals with mild to severe intellectual disabilities.
Purpose(s)	• Incorporating the role of development when designing supports for individuals. • Describing and selecting strategies that match the individual's developmental level, which may be used to prevent and intervene with challenging behavior.
Intended Implementer(s)	Those who work with individuals with mild to severe intellectual disabilities in any capacity, including educator and clinical staff.
Applicable Population(s) / Grade Levels	Early childhood to young adulthood
Source of Products or Websites	• Browder, D. M. & Spooner, F. (2011). *Teaching Students with Moderate and Severe Disabilities.* New York: Guilford. • Gallagher, J.M. & Reid, D.K. (1983). *The Learning Theory of Piaget and Inhelder.* Austin, Texas: Pro-Ed. • Charts on Teaching Strategies, Behavior Support and Curriculum www.pent.ca.gov/beh/dev/dev.html • Development of Reasoning Skills from a Piagetian Perspective www.pent.ca.gov/beh/dev/dev.html • Relating Development to Common Behavior Strategies www.pent.ca.gov/beh/dev/dev.html • Southern California Ordinal Scales of Development www.zilprint.com