Checklist of Sample Supplemental Supports, Aids, and Services

Directions: When considering the need for personalized supports, aids, or services for a student, use this checklist to help identify which supports will be the least intrusive, only as special as necessary, and the most natural to the context of the classroom.

Environmental
_____ Preferential seating
_____ Planned seating
     ____ Bus  ____ Classroom  ____ Lunchroom  ____ Auditorium  ____ Other
_____ Alter physical room arrangement (Specify: ____________)
_____ Use study carrels or quiet areas
_____ Define area concretely (e.g., carpet squares, tape on floor, rug area)
_____ Reduce/minimize distractions
     ______ Visual ______ Spatial ______ Auditory ______ Movement
_____ Teach positive rules for use of space

Pacing of Instruction
_____ Extended time requirements
_____ Vary activity often
_____ Allow breaks
_____ Omit assignments requiring copying in timed situations
_____ Send additional copy of the text home for summer preview
_____ Provide home set of materials for preview or review

Presentation of Subject Matter
_____ Teach to the student’s learning style/strength intelligences
     ______ Verbal/Linguistic ______ Logical/Mathematical ______ Visual/Spatial ______ Naturalist
     ______ Bodily/Kinesthetic ______ Musical ______ Interpersonal ______ Intrapersonal
_____ Use active, experiential learning
_____ Use specialized curriculum
_____ Record class lectures and discussions to replay later
_____ Use American Sign Language and/or total communication
_____ Provide prewritten notes, an outline, or an organizer (e.g., mind map)
_____ Provide a copy of classmate’s notes (e.g., use NCR paper, photocopy)
_____ Use functional and meaningful application of academic skills
_____ Present demonstrations and models
_____ Use manipulatives and real objects in mathematics
_____ Highlight critical information or main ideas
_____ Preteach vocabulary
_____ Make and use vocabulary files, or provide vocabulary lists
_____ Reduce the language level of the reading assignment
_____ Use facilitated communication
_____ Use visual organizers/sequences
_____ Use paired reading/writing
_____ Reduce seat time in class or activities
Use diaries or learning logs
Reword/rephrase instructions and questions
Preview and review major concepts in primary language

Materials
Limit amount of material on page
Record texts and other class materials
Use study guides and advanced organizers
Use supplementary materials
Provide note-taking assistance
Copy class notes
Scan tests and class notes into computer
Use large print
Use Braille material
Use communication book or board
Provide assistive technology and software (e.g., Intelli-Talk)

Specialized equipment or Procedure
Wheelchair
Standing Board
Computer
Electronic typewriter
Modified keyboard
Switches
Catheterization
Braces
Customized mealtime utensils, plates, cups, and other materials

Assignment modification
Give directions in small, distinct steps (written/picture/verbal)
Use written backup for oral directions
Use pictures as supplement to oral directions
Lower difficulty level
Raise difficulty level
Shorten assignments
Reduce paper-and-pencil tasks
Read or record directions to the student(s)
Give extra cues or prompts
Allow student to record or type assignments
Adapt worksheets and packets
Use compensatory procedures by providing alternate assignments, when demands of class conflict with student capabilities
Ignore spelling errors/sloppy work
Ignore penmanship

Self-Management/Follow-Through
Provide pictorial or written daily or weekly schedule
Provide student calendars
Check often for understanding/review
Request parent reinforcement
Have student repeat directions
Teach study skills
Use binders to organize material
Design/write/use long-term assignments timelines
Review and practice real situations
Plan for generalization by teaching skill in several environments

Testing Adaptations
Provide oral instructions and/or read test questions
Use pictorial instructions/questions
Read test to student
Preview language of test questions
Ask questions that have applications in real setting
Administer test individually
Use short answer
Use multiple choice
Shorten length
Extend time frame
Use open-note/open-book tests
Modify format to reduce visual complexity or confusion

Social Interaction Support
Use natural peer supports and multiple, rotating peers
Use peer advocacy
Use cooperative learning group
Institute peer tutoring
Structure opportunities for social interaction (e.g., Circle of Friends)
Focus on social process rather than end product
Structure shared experiences in school and extracurricular activities
Teach friendship, sharing, and negotiation skills to classmates
Teach social communication skills
Greetings Conversation Turn Taking Sharing Negotiation Other

Level of Staff Support (Consider after considering previous categories)
Consultation
Stop-in support
Team teaching (parallel, supportive, complementary, or co-teaching)
Daily in-class staff support
Total staff support (staff are in close proximity)
One-on-one assistance
Specialized personnel support (If indicated, identify time needed)

<table>
<thead>
<tr>
<th>Support</th>
<th>Time Needed</th>
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<tbody>
<tr>
<td>Instructional Support Assistant</td>
<td></td>
</tr>
<tr>
<td>Health care assistant</td>
<td></td>
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<tr>
<td>Behavior assistant</td>
<td></td>
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<tr>
<td>Signing assistant</td>
<td></td>
</tr>
</tbody>
</table>
- Nursing
- Occupational therapy
- Physical therapy
- Speech and language therapist
- Augmentative communication specialist
- Transportation
- Counseling
- Adaptive physical education
- Transition planning
- Orientation/mobility
- Career counseling