Checklist of Sample Supplemental Supports, Aids, & 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

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)
### Presentation of Subject Matter

- Teach to the student’s learning style/strength intelligences:
  - Verbal/Linguistic
  - Logical/Mathematical
  - Visual/Spatial
  - Bodily/Kinesthetic
  - Musical
  - Interpersonal
  - Intrapersonal
  - Naturalist
- 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

### 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
- Shorten assignments
- 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
- Use open-note/open-book tests
- Shorten length
- Extend time frame
- 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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<th>Time Needed</th>
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<tbody>
<tr>
<td>Instructional Support Assistant</td>
<td>_____</td>
<td>Augmentative communication specialist</td>
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<tr>
<td>Health care assistant</td>
<td>_____</td>
<td>Transportation</td>
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<tr>
<td>Behavior assistant</td>
<td>_____</td>
<td>Counseling</td>
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<tr>
<td>Signing assistant</td>
<td>_____</td>
<td>Adaptive physical education</td>
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<tr>
<td>Nursing</td>
<td>_____</td>
<td>Transition planning</td>
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<td>Orientation/mobility</td>
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<td>Speech and language therapist</td>
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Sampling of supplemental supports, aids and services needed. (From Villa, R.A., Thousand, J.S., & Nevin, A.I. A guide to co-teaching: Practical tips for facilitating learning [pp. 126-130]
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