

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
 - Bodily/Kinesthetic
 - Intrapersonal
 - Logical/Mathematical
 - Musical
 - Naturalist
 - Visual/Spatial
 - Interpersonal
- 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
- Walker
- Positioning
- Computer software
- Video
- Voice synthesizer
- Augmentative communication device
- Suctioning
- Restroom equipment

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)

<u>Support</u>	<u>Time Needed</u>	<u>Support</u>	<u>Time Needed</u>
<input type="checkbox"/> Instructional Support Assistant	_____	<input type="checkbox"/> Augmentative communication specialist	_____
<input type="checkbox"/> Health care assistant	_____	<input type="checkbox"/> Transportation	_____
<input type="checkbox"/> Behavior assistant	_____	<input type="checkbox"/> Counseling	_____
<input type="checkbox"/> Signing assistant	_____	<input type="checkbox"/> Adaptive physical education	_____
<input type="checkbox"/> Nursing	_____	<input type="checkbox"/> Transition planning	_____
<input type="checkbox"/> Occupational therapy	_____	<input type="checkbox"/> Orientation/mobility	_____
<input type="checkbox"/> Physical therapy	_____	<input type="checkbox"/> Career counseling	_____
<input type="checkbox"/> Speech and language therapist	_____		

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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