

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

- |  |  |
|--|--|
| <input type="checkbox"/> Wheelchair  | <input type="checkbox"/> Walker                            |
| <input type="checkbox"/> Standing Board  | <input type="checkbox"/> Positioning                       |
| <input type="checkbox"/> Computer  | <input type="checkbox"/> Computer software                 |
| <input type="checkbox"/> Electronic typewriter   | <input type="checkbox"/> Video                             |
| <input type="checkbox"/> Modified keyboard   | <input type="checkbox"/> Voice Synthesizer                 |
| <input type="checkbox"/> Switches  | <input type="checkbox"/> Augmentative communication device |
| <input type="checkbox"/> Catheterization   | <input type="checkbox"/> Suctioning                        |
| <input type="checkbox"/> Braces  | <input type="checkbox"/> Restroom equipment                |
| <input type="checkbox"/> 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)
- ☐ Instructional Support Assistant
- ☐ Health care assistant
- ☐ Behavior assistant
- ☐ Signing assistant
- ☐ Nursing
- ☐ Occupational therapy
- ☐ Physical therapy
- ☐ Speech and language therapist
- ☐ Augmentative communication specialist
- ☐ Transportation
- ☐ Counseling
- ☐ Adaptive physical education
- ☐ Transition planning
- ☐ Orientation/mobility
- ☐ Career counseling

SUPPORT	TIME NEEDED