

# STUDENT SUPPORTS CHECKLIST

Student \_\_\_\_\_ I.D. \_\_\_\_\_ Grade \_\_\_\_\_

IEP Teacher \_\_\_\_\_ IEP Date \_\_\_\_\_ Behavior Plan \_\_\_\_\_

## WHEN OFFERING SUPPORTS...

\*TALK PRIVATELY TO THE STUDENT ABOUT THE SUGGESTED ADAPTATIONS

\*MUTUALLY DEVELOP STRATEGIES TO AVOID STUDENT EMBARRASSMENT

\*REINFORCE OF ADAPTATIONS AND SELF-ADVOCACY

**MODIFICATIONS** - Change in what the student is expected to learn and demonstrate which alters the performance criteria.

- provide shortened, alternative tests
- alter grading scale based on effort
- alter grading scale based on IEP
- modify expectations based on IEP goals
- modify expectations based on academic level
- use supplementary materials at student's level
- allow use of calculator
- allow use of spell checker
- extend time requirements for assignments
- reduce the amount of work required
- contract for earned grades, based on IEP
- follow the behavior plan

## TESTING

- test orally
- use scribe to write oral answers
- read test to student
- pullout for small group testing
- administer tests in Resource room
- allow extended time frame

## ENVIRONMENT

- seat next to capable peer tutor
- seat near teacher or coach
- use non-verbal reminders
- reinforce use of personal space
- reduce/minimize distractions
  - visual  noise  movement
- define work areas concretely

## PRESENTATION OF CONCEPTS

- teach to student's learning style
- visual  auditory  multi-sensory
- observe activity before participating
- teacher provide study notes or guide
- keep explanations simple
- emphasize critical information
- preteach vocabulary and key concepts
- use cooperative learning activities
- use demonstrations and modeling
- use hand outs instead of copying from board
- establish relevancy of class topic

## ASSIGNMENTS

- give directions in discreet steps
- provide written directions with oral directions
- reduce paper-pencil tasks
- give extra clues and prompts
- adapt worksheets and projects
- monitor use of assignment notebook
- offer student choices

## MATERIALS

- post charts explaining standard procedures
- provide highlighted texts and handouts
- have a capable peer tutor read to student
- encourage use of computer

## SELF-MANAGEMENT & FOLLOW UP

- write daily schedule on the board
- check understanding frequently
- review frequently
- request parent reinforcement
- have student repeat directions
- teach study skills
- use guides to organize concepts
- design long range assignment timelines

## PACING

- vary activities  allow breaks
- plan quick reviews at beginning of class
- outline daily activities on board
- get student attention before instructing

## MOTIVATION & REINFORCEMENT

- reinforce student for bringing materials
- reinforce student for being on time
- spot check student's work
- provide regular feedback
- avoid unstructured time frames
- use humor to diffuse situations
- contact parent with positive feedback
- compromise on reasonable demands
- avoid confrontations and power struggles
- provide clear behavioral expectations
- provide consistent consequences
- give immediate feedback

