

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

