

# IEP and Lesson Plan Development Handbook

**Section 1: Specially Designed Instruction / Supplementary Aids and Services**

**Section 2: Assistive Technology Consideration Checklist**

**Section 3: Early Intervening Strategies for related to Fine Motor, Gross Motor, and Sensory Issues**

**Section 4: Program Modifications and Supports for School Personnel**

**Section 5: Transition Services**

**Section 6: Lesson Plan Development**



## Kentucky Special Education Cooperatives

Revised - September 2010

## Introduction

In designing an Individual Education Program (IEP) for a student, the ARC must determine specific instructional strategies that teachers must use and the supplementary aids and services that the student needs in order for the student to have access to the Program of Studies (i.e., the general program).

This handbook is one resource that provides some examples of Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS) that might be used to support the student's goals, benchmarks, and objectives on his/her IEP.

After the IEP is written both the special education teacher and the general education teacher must implement the plan for the student. The second section of this handbook has similar instructional strategies, but they are grouped in a different way to provide an alternative access. These modifications and adaptations can be made regarding the purpose and appropriateness of the task, the complexity of the task, the size of the task, the time allotted, the pace, the environment, the order of learning, the procedures and routines, the resources and materials, the application and demonstration of knowledge, the level of support and independence, participation, and motivation.

**Specially Designed Instruction (SDI)** in its simplest form is "what the teacher does" to instruct, assess, and re-teach the student in the Program of Studies, Kentucky's Learner Goals and Academic Expectations, and other Kentucky documents.

707 KAR 1:280 Section 1 (51)

... means adapting as appropriate content, methodology, or delivery of instruction...

If instruction is required for students to benefit from a material, resource, aid, strategy or service, it should be described as specially designed instruction.

**Supplementary Aids and Services (SAS)** in its simplest form is **what the student needs** including strategies, aids, and services in order to learn on a fair level with her or his peers.

707 KAR 1:280 Section 1 (54)

... means aids, services, and other supports provided in the regular education classes or other education related settings...

If the student requires specific materials, resources, aids, strategies or services to gain access to the general education curriculum, it should be described as a supplementary aid and service.

Assistive technology is a broad description of many things. When using any technology as either SDI or SAS, provide a description of the technology to be used (i.e., direct-select, voice output system).

As you review suggestions for SDI and SAS, keep in mind that many of the instructional strategies and support suggestions can be placed in both the SDI and the SAS columns. Often a student needs direct instruction in a specific strategy or in the use of a device, but also needs to use that strategy or device in other classes as he is learning to use it.

This handbook was developed by a committee including staff from the Kentucky Special Education Cooperatives and Kentucky Department of Education.

# Section 1: IEP Development

## COMMUNICATION

### *Non-Verbal*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Visual, written, verbal, physical, picture prompts and cues</li> <li><input type="checkbox"/> Cue cards</li> <li><input type="checkbox"/> Graduated guidance</li> <li><input type="checkbox"/> System of least prompts</li> <li><input type="checkbox"/> Direct instruction of American Sign Language</li> <li><input type="checkbox"/> Computer assisted instruction</li> <li><input type="checkbox"/> Multiple-modality strategies</li> <li><input type="checkbox"/> Use of body language</li> <li><input type="checkbox"/> Attending to speaker</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visual, written, tactual, verbal, physical, picture prompts and cue</li> <li><input type="checkbox"/> Hand under hand vs. hand over hand physical guidance/exploration</li> <li><input type="checkbox"/> American Sign Language</li> <li><input type="checkbox"/> Communication systems</li> <li><input type="checkbox"/> Switch activated devices</li> <li><input type="checkbox"/> Augmentative communication devices</li> <li><input type="checkbox"/> Dynamic screens</li> <li><input type="checkbox"/> High technology communication devices</li> <li><input type="checkbox"/> Communication boards/books/cards</li> <li><input type="checkbox"/> Picture based communication</li> <li><input type="checkbox"/> Establishing and maintaining eye contact</li> <li><input type="checkbox"/> Switch accessible</li> <li><input type="checkbox"/> Scan accessible</li> <li><input type="checkbox"/> Educational interpreter</li> <li><input type="checkbox"/> Other</li> </ul>

### *Listening Comprehension*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction in listening strategies</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Chunking</li> <li><input type="checkbox"/> Written prompts or directions</li> <li><input type="checkbox"/> Preview-Teach-Review</li> <li><input type="checkbox"/> Alternative note-taking</li> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Pre-teach critical information and vocabulary</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeated directions</li> <li><input type="checkbox"/> Frequent comprehension checks</li> <li><input type="checkbox"/> Visual prompts</li> <li><input type="checkbox"/> Alternative note-taking</li> <li><input type="checkbox"/> Extended processing time</li> <li><input type="checkbox"/> Paraphrasing, re-phrasing, and summarizing</li> <li><input type="checkbox"/> Extended time</li> <li><input type="checkbox"/> Previewing questions</li> <li><input type="checkbox"/> Preferential seating</li> <li><input type="checkbox"/> Advanced organizer</li> <li><input type="checkbox"/> Focus, concrete statements</li> <li><input type="checkbox"/> Tape recorder</li> <li><input type="checkbox"/> Digitized/electronic formatted materials</li> <li><input type="checkbox"/> Highlighting key words</li> <li><input type="checkbox"/> Listening guides</li> <li><input type="checkbox"/> Other</li> </ul>

### *Expressive Language/Oral Expression*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction in how to respond to verbal prompts</li> <li><input type="checkbox"/> Instruction in how to respond to cue cards</li> <li><input type="checkbox"/> Instruction in how to respond to visual prompts</li> <li><input type="checkbox"/> Guided repetitions</li> <li><input type="checkbox"/> Guided rehearsal, use of scripts</li> <li><input type="checkbox"/> Time delay strategies</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Instruction in conversational skills (i.e., initiating, maintaining, ending)</li> <li><input type="checkbox"/> Word retrieval drills: categories, attributes, functions</li> <li><input type="checkbox"/> Questioning techniques</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal prompts</li> <li><input type="checkbox"/> Cue cards</li> <li><input type="checkbox"/> Visual prompts</li> <li><input type="checkbox"/> Extended response time</li> <li><input type="checkbox"/> Allow written tests</li> <li><input type="checkbox"/> Recorded materials</li> <li><input type="checkbox"/> Preferential seating</li> <li><input type="checkbox"/> Directions in multiple forms (i.e., restate, rephrase, oral directions)</li> <li><input type="checkbox"/> Oral reading on volunteer basis</li> <li><input type="checkbox"/> Rehearsal, use of scripts</li> <li><input type="checkbox"/> Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.)</li> <li><input type="checkbox"/> Video self-modeling</li> <li><input type="checkbox"/> Questioning techniques</li> <li><input type="checkbox"/> Other</li> </ul>

### *Voice*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Vocal strategies</li> <li><input type="checkbox"/> Social skills instruction</li> <li><input type="checkbox"/> Calming strategies</li> <li><input type="checkbox"/> Instruction in self-monitoring strategies</li> <li><input type="checkbox"/> Visualization techniques</li> <li><input type="checkbox"/> Instruction in recognition of vocal abusive patterns</li> <li><input type="checkbox"/> Oral motor intervention</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-monitoring checklists</li> <li><input type="checkbox"/> Calming strategies cues</li> <li><input type="checkbox"/> Variety of questioning techniques</li> <li><input type="checkbox"/> Signal system for recognizing abusive vocal patterns</li> <li><input type="checkbox"/> Other</li> </ul>

### *Fluency*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Starter techniques</li> <li><input type="checkbox"/> Instruction on maintaining eye contact</li> <li><input type="checkbox"/> Instruction using choral responses</li> <li><input type="checkbox"/> Instruction using reading responses</li> <li><input type="checkbox"/> Instruction of relaxation strategies</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended response time</li> <li><input type="checkbox"/> Opportunity to speak first in oral group situations</li> <li><input type="checkbox"/> Individual instead of group presentations</li> <li><input type="checkbox"/> Relaxation strategies</li> <li><input type="checkbox"/> Self-monitoring</li> <li><input type="checkbox"/> Other</li> </ul>

### *Receptive Language*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction in using visual, written, picture prompts and cues</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> System of least prompts</li> <li><input type="checkbox"/> Simultaneous prompting</li> <li><input type="checkbox"/> Time delay</li> <li><input type="checkbox"/> Instruction in how to respond to verbal cues</li> <li><input type="checkbox"/> Instruction of core vocabulary with cue cards</li> <li><input type="checkbox"/> Instruction in using visualization</li> <li><input type="checkbox"/> Instruction in using verbal rehearsal</li> <li><input type="checkbox"/> Cloze procedures</li> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Auditory bombardment of language targets</li> <li><input type="checkbox"/> Verbal repetition</li> <li><input type="checkbox"/> Instruction of mnemonic strategies</li> <li><input type="checkbox"/> Pre-teach critical information</li> <li><input type="checkbox"/> Instruction for understanding of humor and absurdities</li> <li><input type="checkbox"/> Train elements of critical thinking</li> <li><input type="checkbox"/> Instruction in how to make inferences and predictions</li> <li><input type="checkbox"/> Instruction in how to draw conclusions and make generalizations</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Preferential seating</li> <li><input type="checkbox"/> Repetition of directions</li> <li><input type="checkbox"/> Simple directions</li> <li><input type="checkbox"/> Gestures and visual cues</li> <li><input type="checkbox"/> Paraphrasing and rephrasing</li> <li><input type="checkbox"/> Visual prompts</li> <li><input type="checkbox"/> Concrete to abstract representations</li> <li><input type="checkbox"/> Picture schedule</li> <li><input type="checkbox"/> Picture cues</li> <li><input type="checkbox"/> Tactual cues</li> <li><input type="checkbox"/> Object to picture schedule</li> <li><input type="checkbox"/> Calendar/routine system</li> <li><input type="checkbox"/> Sentence strips</li> <li><input type="checkbox"/> Tape recorder</li> <li><input type="checkbox"/> Self cueing strategies</li> <li><input type="checkbox"/> Gradually building complexity of task</li> <li><input type="checkbox"/> Teacher wait time</li> <li><input type="checkbox"/> Other</li> </ul>

### *Pragmatics*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction using social scripting</li> <li><input type="checkbox"/> Instruction using social stories</li> <li><input type="checkbox"/> Instruction using written prompts</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Instruction in how to respond to verbal prompting</li> <li><input type="checkbox"/> Guided responding</li> <li><input type="checkbox"/> Instruction in environmental prompting (i.e., personal space awareness)</li> <li><input type="checkbox"/> Chaining</li> <li><input type="checkbox"/> Shaping</li> <li><input type="checkbox"/> Video self-modeling</li> <li><input type="checkbox"/> Role playing</li> <li><input type="checkbox"/> Instruction in conversational turn-taking, initiating/terminating conversation, commenting, and asking questions</li> <li><input type="checkbox"/> Instruction in relevant emotion/feeling words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Role playing</li> <li><input type="checkbox"/> Monitoring and quick feedback</li> <li><input type="checkbox"/> Peer buddy/monitor</li> <li><input type="checkbox"/> Sensory issues addressed</li> <li><input type="checkbox"/> Opportunities for turn-taking, initiating/terminating conversation, commenting, and asking questions</li> <li><input type="checkbox"/> Environmental prompts (i.e., personal space awareness)</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Articulation/Phonology***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Auditory discrimination training</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Mirror training</li> <li><input type="checkbox"/> Oral motor exercises</li> <li><input type="checkbox"/> Repetitive drill/trials</li> <li><input type="checkbox"/> Instruction in using touch cues</li> <li><input type="checkbox"/> Minimal pair drills</li> <li><input type="checkbox"/> Auditory bombardment</li> <li><input type="checkbox"/> Guided rehearsal</li> <li><input type="checkbox"/> Discrete phoneme production training</li> <li><input type="checkbox"/> Oral motor desensitization/stimulation</li> <li><input type="checkbox"/> Instruction in using oral prompts</li> <li><input type="checkbox"/> Phonemic awareness training</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time delay</li> <li><input type="checkbox"/> Use of FM system</li> <li><input type="checkbox"/> Tape recorder</li> <li><input type="checkbox"/> Tactile cues</li> <li><input type="checkbox"/> Visual cues</li> <li><input type="checkbox"/> Kinesthetic cues</li> <li><input type="checkbox"/> Extended response time</li> <li><input type="checkbox"/> Correct speech samples</li> <li><input type="checkbox"/> Verbal cues for correct speech sounds</li> <li><input type="checkbox"/> Modeling of correct speech patterns when student makes incorrect speech patterns</li> <li><input type="checkbox"/> Oral prompts</li> <li><input type="checkbox"/> Preferential seating</li> <li><input type="checkbox"/> Vocabulary cue cards</li> <li><input type="checkbox"/> Color coded key words</li> <li><input type="checkbox"/> Computer support</li> <li><input type="checkbox"/> Step-by-step directions</li> <li><input type="checkbox"/> Other</li> </ul>

## **ACADEMICS**

### ***Basic Reading***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding</li> <li><input type="checkbox"/> Visual strategies including word recognition and visual memory for words</li> <li><input type="checkbox"/> Auditory strategies including language structure at the word, sentence, and text level</li> <li><input type="checkbox"/> Fluency strategies</li> <li><input type="checkbox"/> Direct Braille code instruction</li> <li><input type="checkbox"/> Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, VoiceNote, Braille 'n Speak, etc.)</li> <li><input type="checkbox"/> Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing)</li> <li><input type="checkbox"/> Direct instruction in accessing alternate formats and associated technology</li> <li><input type="checkbox"/> Meaning strategies including word meanings and associations and precision in word usage</li> <li><input type="checkbox"/> Instruction in identifying and pronouncing words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Prompting and cueing</li> <li><input type="checkbox"/> Recorded materials</li> <li><input type="checkbox"/> Alternate electronic/digitized materials</li> <li><input type="checkbox"/> Oral/visual presentation of materials above independent reading level</li> <li><input type="checkbox"/> Extended time</li> <li><input type="checkbox"/> Large print (specified font size)</li> <li><input type="checkbox"/> Highlighted material</li> <li><input type="checkbox"/> Colored overlays for reading/glare reduction (specified color)</li> <li><input type="checkbox"/> Direct/indirect lighting</li> <li><input type="checkbox"/> Photocopied materials on preferred colored paper</li> <li><input type="checkbox"/> Tracking guides</li> <li><input type="checkbox"/> Typoscopes</li> <li><input type="checkbox"/> Braille</li> <li><input type="checkbox"/> Braille N' Speak</li> <li><input type="checkbox"/> Refreshable Braille</li> <li><input type="checkbox"/> Type N' Speak</li> <li><input type="checkbox"/> Manipulatives (i.e., letter tiles, flash cards, etc.)</li> </ul>

<p>and reading fluently orally includes:</p> <ul style="list-style-type: none"> <li>▪ using content clues;</li> <li>▪ visual word recognition strategies including environmental print;</li> <li>▪ word analysis strategies such as prefixes, suffixes, compound words and word derivations;</li> <li>▪ text management strategies such as rereading/reading ahead, deep reading, skimming/scanning;</li> <li>▪ decoding strategies such as identifying word families, chunking, point &amp; slide, looking for known words inside words;</li> <li>▪ cross-check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Access to technology (i.e., computer, software, voice-to-text software, etc.)</li> <li>❑ Limit visual clutter/stimuli</li> <li>❑ Slantboard/stand</li> <li>❑ Use of black marker <b>ONLY</b> on dry erase board</li> <li>❑ Talking books</li> <li>❑ Screen enlargement software</li> <li>❑ Magnifier</li> <li>❑ Monocular/Binocular</li> <li>❑ Colored overlays for reading/glare reduction (specify color)</li> <li>❑ Copy of notes written on the board</li> <li>❑ Regular text along with large print texts for colored illustrations and maps</li> </ul>
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***Reading Comprehension***

<p style="text-align: center;">Specially Designed Instruction (SDI) <i>What the teacher teaches</i></p>	<p style="text-align: center;">Supplementary Aids &amp; Services (SAS) <i>What the student needs</i></p>
<ul style="list-style-type: none"> <li>❑ Instruction in how to use graphic organizers</li> <li>❑ Modeling</li> <li>❑ Instruction in "Cloze" procedures</li> <li>❑ Mnemonic strategies</li> <li>❑ Instruction using advance organizers</li> <li>❑ Instruction using visual prompts</li> <li>❑ Pre-teaching concepts/vocabulary</li> <li>❑ LEARN strategy <ul style="list-style-type: none"> <li>• List what you know</li> <li>• Explore what you want to know</li> <li>• Access information</li> <li>• Reflect on what you're learning</li> <li>• Now make connections</li> </ul> </li> <li>❑ KWL Strategy <ul style="list-style-type: none"> <li>○ List what you know</li> <li>○ Tell what you want to know</li> <li>○ Tell what you learned</li> </ul> </li> <li>❑ Instruction in verbal summarization</li> <li>❑ Instruction using open-ended stories</li> <li>❑ QAR (question, answer, response) strategy</li> <li>❑ Instruction using choral reading</li> <li>❑ Instruction using paired reading</li> <li>❑ Instruction using echo reading</li> <li>❑ Instruction using visual imagery</li> <li>❑ Instruction using story mapping</li> <li>❑ Think aloud strategies</li> <li>❑ Direct instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning,</li> </ul>	<ul style="list-style-type: none"> <li>❑ Recorded books with appropriate pacing</li> <li>❑ Recorded materials</li> <li>❑ Electronic/digitized materials</li> <li>❑ Highlighting</li> <li>❑ Large print materials/textbooks (specified font size)</li> <li>❑ Standard text to accompany large print text for colored illustrations/maps</li> <li>❑ Braille</li> <li>❑ Refreshable Braille</li> <li>❑ Braille N' Speak</li> <li>❑ Type N' Speak</li> <li>❑ Reader</li> <li>❑ Paraphrasing</li> <li>❑ Oral/visual presentation of materials above independent reading level</li> <li>❑ Manipulatives (i.e., story strips, etc.)</li> <li>❑ Advance organizers</li> <li>❑ Tactual graphics</li> <li>❑ Visual prompts</li> <li>❑ Frequent rest breaks to reduce eye fatigue and strain</li> <li>❑ Limit visual clutter/stimuli</li> <li>❑ Slantboard/stand</li> <li>❑ Note-taking guides</li> <li>❑ Study guides</li> <li>❑ Highlighted study guides</li> <li>❑ Use of black marker <b>ONLY</b> on dry erase board</li> <li>❑ Talking books</li> </ul>



<p>inferring</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction and support for specialized software and equipment</li> <li><input type="checkbox"/> Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts</li> <li><input type="checkbox"/> Instruction in hand/finger skills, tactile discrimination/perception skills</li> <li><input type="checkbox"/> Integrated use of visual skills (e.g., scanning for information, reading charts, graphs, maps)</li> <li><input type="checkbox"/> Direct Braille code instruction</li> <li><input type="checkbox"/> Direct instruction in functions and use of portable note-taking device (e.g., BrailleNote, VoiceNote, Braille 'n Speak)</li> <li><input type="checkbox"/> Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing)</li> <li><input type="checkbox"/> Diagnostic instruction</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Screen enlargement software</li> <li><input type="checkbox"/> Magnifier</li> <li><input type="checkbox"/> Monocular/Binocular</li> <li><input type="checkbox"/> Colored overlays for reading/glare reduction (specify color)</li> <li><input type="checkbox"/> Copy of notes written on the board</li> <li><input type="checkbox"/> Regular text along with large print texts for colored illustrations and maps</li> <li><input type="checkbox"/> Reading stand</li> <li><input type="checkbox"/> Other</li> </ul>
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***Written Language***

<b>Specially Designed Instruction (SDI)</b> <i>What the teacher teaches</i>	<b>Supplementary Aids &amp; Services (SAS)</b> <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction in graphic organizers</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Tactile kinesthetic tracing</li> <li><input type="checkbox"/> Repetitive practice</li> <li><input type="checkbox"/> Instruction using advance organizers</li> <li><input type="checkbox"/> Visual and physical prompts and cues</li> <li><input type="checkbox"/> Small group instruction in writing process</li> <li><input type="checkbox"/> Structured approach to sentence writing</li> <li><input type="checkbox"/> Direct instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing</li> <li><input type="checkbox"/> Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose</li> <li><input type="checkbox"/> Direct instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking)</li> <li><input type="checkbox"/> Direct instruction in mechanics and usage of slate/stylus</li> <li><input type="checkbox"/> Direct instruction in mechanics and use of Braillewriter/Note taking device</li> <li><input type="checkbox"/> Direct instruction in functions and use of magnification systems</li> <li><input type="checkbox"/> Sequential instruction for keyboarding skills</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scribe (specify how and when a scribe will be used)</li> <li><input type="checkbox"/> Paraphrasing</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Advance organizers</li> <li><input type="checkbox"/> Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.)</li> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Journals, logs, notebooks</li> <li><input type="checkbox"/> Rubrics/scoring guides to guide</li> <li><input type="checkbox"/> Editing checklists</li> <li><input type="checkbox"/> Production of written pieces</li> <li><input type="checkbox"/> Mnemonic strategies</li> <li><input type="checkbox"/> Error monitoring, self-monitoring</li> <li><input type="checkbox"/> Modified tests and assignments</li> <li><input type="checkbox"/> Copies of overheads (notes, directions, organizers, etc.)</li> <li><input type="checkbox"/> Preferential seating</li> <li><input type="checkbox"/> Scribe for obscan sheets</li> <li><input type="checkbox"/> Highlighting</li> <li><input type="checkbox"/> Color coded direction words</li> <li><input type="checkbox"/> Student paraphrasing of directions</li> <li><input type="checkbox"/> Raised line paper</li> <li><input type="checkbox"/> Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.)</li> <li><input type="checkbox"/> Tape recorder to talk into and write from</li> <li><input type="checkbox"/> Pencil grips</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specialized writing utensils (20/20 pens, #1 Lead pencil, bold marker, slate/stylus, etc.)</li> <li><input type="checkbox"/> Specialized writing materials (Braillewriter, portable notetaking device, signature/letter guide, typoscope, computer with screenreader/magnification software)</li> <li><input type="checkbox"/> Use high contrasting marker on dry-erase board</li> <li><input type="checkbox"/> Limit visual clutter/stimuli</li> <li><input type="checkbox"/> Slantboard/stand</li> <li><input type="checkbox"/> Retaking of tests</li> <li><input type="checkbox"/> Access to technology (i.e., computer, software, tape recorder, voice-to-text software)</li> <li><input type="checkbox"/> Bold line, raised line, Braille paper</li> <li><input type="checkbox"/> Signature guide</li> <li><input type="checkbox"/> Slate N Stylus</li> <li><input type="checkbox"/> Other</li> </ul>
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***Math Calculation and Reasoning***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Multi-sensory teaching strategies</li> <li><input type="checkbox"/> Time delay</li> <li><input type="checkbox"/> Most to least prompts</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Direct instruction in computation and reasoning strategies, word problem strategies</li> <li><input type="checkbox"/> Direct Nemeth code Braille instruction</li> <li><input type="checkbox"/> Direct instruction in functions and use of Abacus</li> <li><input type="checkbox"/> Direct instruction in functions and use of accessible graphing calculator software</li> <li><input type="checkbox"/> Direct instruction in functions and use of portable note-taking device (i.e. BrailleNote, VoiceNote, Braille 'n Speak, etc.)</li> <li><input type="checkbox"/> Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing)</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Mnemonic strategies</li> <li><input type="checkbox"/> Chunking</li> <li><input type="checkbox"/> Touch five coin counting strategy</li> <li><input type="checkbox"/> Direct instruction in use of a calculator</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mnemonic strategies</li> <li><input type="checkbox"/> Cue cards with problem solving strategies, models definitions, examples, flow chart, process steps</li> <li><input type="checkbox"/> Small group instruction</li> <li><input type="checkbox"/> Visual, non-verbal, verbal, physical, picture, and written prompts and cues</li> <li><input type="checkbox"/> Repetitive practice</li> <li><input type="checkbox"/> Modified tests/assignments</li> <li><input type="checkbox"/> Advanced organizers</li> <li><input type="checkbox"/> Copies of overheads including notes, organizers, examples</li> <li><input type="checkbox"/> Extended time</li> <li><input type="checkbox"/> Graph paper/vertical lined paper</li> <li><input type="checkbox"/> Manipulatives/Concrete representations</li> <li><input type="checkbox"/> Tactile graphs/graphics</li> <li><input type="checkbox"/> Calculator (large display/ talking/graphing / audible graphing calculator software)</li> <li><input type="checkbox"/> Typoscopes</li> <li><input type="checkbox"/> Low vision devices (near and distant)</li> <li><input type="checkbox"/> Abacus</li> <li><input type="checkbox"/> Magnifier</li> <li><input type="checkbox"/> Colored overlay</li> <li><input type="checkbox"/> Number line</li> <li><input type="checkbox"/> Study guides</li> <li><input type="checkbox"/> Peer buddy/peer tutoring</li> <li><input type="checkbox"/> Oral presentation of materials/assessments</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Other</li> </ul>

## VOCATIONAL

### *Task Completion/On Task Behavior*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Partial participation</li> <li><input type="checkbox"/> Instruction in how to use self-talk</li> <li><input type="checkbox"/> Video self-modeling</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Instruction in how to self-monitor/evaluate</li> <li><input type="checkbox"/> Instruction in student task analysis</li> <li><input type="checkbox"/> Direct instruction in using graphic organizers</li> <li><input type="checkbox"/> System of least prompts</li> <li><input type="checkbox"/> Instruction using simultaneous prompting</li> <li><input type="checkbox"/> Instruction in how to respond to cueing (verbal, nonverbal, visual, picture, photo, etc.)</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modified tests and assignments</li> <li><input type="checkbox"/> Use of timer</li> <li style="padding-left: 20px;">Dual set of materials for school and home</li> <li><input type="checkbox"/> Paraphrasing</li> <li><input type="checkbox"/> Extended time</li> <li><input type="checkbox"/> Rubrics and scoring guides</li> <li><input type="checkbox"/> Peer tutor</li> <li><input type="checkbox"/> Mentors</li> <li><input type="checkbox"/> Oral presentation of materials</li> <li><input type="checkbox"/> Redirection and corrective feedback</li> <li><input type="checkbox"/> Behavior contract</li> <li><input type="checkbox"/> Environmental modifications</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Work systems</li> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Cue cards (i.e., definitions, examples, models, flow chart)</li> <li><input type="checkbox"/> Previewing assignment</li> <li><input type="checkbox"/> Other</li> </ul>

### *Following Directions*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction using task analysis</li> <li><input type="checkbox"/> Instruction in self- monitoring strategies</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> System of least prompts</li> <li><input type="checkbox"/> Instruction using role playing</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Instruction in how to use self-talk</li> <li><input type="checkbox"/> Mnemonics strategies</li> <li><input type="checkbox"/> Instruction using advanced organizers</li> <li><input type="checkbox"/> Video self-modeling</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time delay</li> <li><input type="checkbox"/> Increased wait time</li> <li><input type="checkbox"/> Advance organizers</li> <li><input type="checkbox"/> Verbal prompts and cues</li> <li><input type="checkbox"/> Paraphrasing</li> <li><input type="checkbox"/> Endless loop tape</li> <li><input type="checkbox"/> Alternate modes for directions including pictures, photos, etc.</li> <li><input type="checkbox"/> Contracts</li> <li><input type="checkbox"/> Oral presentation of materials</li> <li><input type="checkbox"/> Visual supports</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Clarification of directions</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Rate/Speed of Work***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction in how to respond to verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in self-monitoring strategies</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Instruction using role playing</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Use of timer</li> <li><input type="checkbox"/> Schedule</li> <li><input type="checkbox"/> Pictorial representation of task</li> <li><input type="checkbox"/> Audio stimulation to support rhythmic pace (music)</li> <li><input type="checkbox"/> Repeated practice</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Work systems</li> <li><input type="checkbox"/> Extended time</li> <li><input type="checkbox"/> Reduced level of lighting</li> <li><input type="checkbox"/> Increased level of lighting</li> <li><input type="checkbox"/> Preferential seating (specify where)</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Following a Schedule***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction in how to respond to verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in self-monitoring strategies</li> <li><input type="checkbox"/> Direct instruction in reading a schedule and a site map</li> <li><input type="checkbox"/> Instruction using role playing</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> System of least prompts</li> <li><input type="checkbox"/> Instruction using task analysis</li> <li><input type="checkbox"/> Graduated guidance</li> <li><input type="checkbox"/> Instruction in how to use picture agenda</li> <li><input type="checkbox"/> Instruction in how to use tactual agenda</li> <li><input type="checkbox"/> Direct instruction in creating and following a personal schedule</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Use of timer</li> <li><input type="checkbox"/> Picture/tactual schedule</li> <li><input type="checkbox"/> Color/tactual coding</li> <li><input type="checkbox"/> Highlighting</li> <li><input type="checkbox"/> Repeated practice</li> <li><input type="checkbox"/> Map (i.e., school, classroom, community, etc.)</li> <li><input type="checkbox"/> Object schedules</li> <li><input type="checkbox"/> Calendar/routine system</li> <li><input type="checkbox"/> Physical/verbal cues</li> <li><input type="checkbox"/> Mental mapping/routes</li> <li><input type="checkbox"/> Picture/tactual agenda</li> <li><input type="checkbox"/> Repeated practice</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Attendance***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Multi-sensory instructional strategies</li> <li><input type="checkbox"/> Instruction in how to use token economy</li> <li><input type="checkbox"/> Instruction in self-monitoring strategies</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Instruction in using verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in using visual prompts and cues</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contracts</li> <li><input type="checkbox"/> Escort to class</li> <li><input type="checkbox"/> Proximity to classroom</li> <li><input type="checkbox"/> Pictorial/tactual representation of task</li> <li><input type="checkbox"/> Alternate dismissal</li> <li><input type="checkbox"/> Interest inventory to identify motivators</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Organization***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction using task analysis</li> <li><input type="checkbox"/> Instruction using video self-monitoring</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Instruction in using verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in using visual prompts and cues</li> <li><input type="checkbox"/> Direct instruction in organization systems</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Duplicates</li> <li><input type="checkbox"/> Extended time</li> <li><input type="checkbox"/> Shortened assignment</li> <li><input type="checkbox"/> Dual set of materials for school and home</li> <li><input type="checkbox"/> Step by step instructions</li> <li><input type="checkbox"/> Color/tactual coding</li> <li><input type="checkbox"/> Assignment notebook</li> <li><input type="checkbox"/> Calendar</li> <li><input type="checkbox"/> Peer tutor/buddy</li> <li><input type="checkbox"/> Dividers and organizers</li> <li><input type="checkbox"/> Work systems</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Working Independently***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Graduated guidance</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Instruction in using verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in using visual prompts and cues</li> <li><input type="checkbox"/> Instruction using task analysis</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shortened assignments</li> <li><input type="checkbox"/> Study carrel</li> <li><input type="checkbox"/> Work systems</li> <li><input type="checkbox"/> Assignments and tasks given in segments</li> <li><input type="checkbox"/> Redirection (verbal, non-verbal, physical, visual, etc.)</li> <li><input type="checkbox"/> Fading prompts</li> <li><input type="checkbox"/> Positive/corrective feedback</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Decision Making***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction in how to use self-talk</li> <li><input type="checkbox"/> Mnemonic strategies</li> <li><input type="checkbox"/> Instruction using role playing</li> <li><input type="checkbox"/> Instruction in using verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in using visual prompts and cues</li> <li><input type="checkbox"/> Direct instruction in evaluating and choosing</li> <li><input type="checkbox"/> Instruction using social stories</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture/tactual cues</li> <li><input type="checkbox"/> Mnemonic strategies</li> <li><input type="checkbox"/> Verbal prompts and cues</li> <li><input type="checkbox"/> Visual prompts and cues</li> <li><input type="checkbox"/> Physical prompts and cues</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Self-Evaluation***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction using task analysis</li> <li><input type="checkbox"/> Self-monitoring strategies</li> <li><input type="checkbox"/> Instruction in using verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in using visual prompts and cues</li> <li><input type="checkbox"/> Direct instruction in self-evaluation</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Mnemonic strategies</li> <li><input type="checkbox"/> Direct instruction in self advocacy skills</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture cues</li> <li><input type="checkbox"/> Work systems</li> <li><input type="checkbox"/> Rubrics and scoring guides</li> <li><input type="checkbox"/> Progress graphs</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Peer editing</li> <li><input type="checkbox"/> Self-monitoring</li> <li><input type="checkbox"/> Other</li> </ul>

### ***Social Competence***

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction using video self-modeling</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Instruction in using verbal prompts and cues</li> <li><input type="checkbox"/> Instruction in using visual prompts and cues</li> <li><input type="checkbox"/> Instruction in using written prompts and cues</li> <li><input type="checkbox"/> Direct instruction in replacement behaviors</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Corrective feedback with re-teaching</li> <li><input type="checkbox"/> Instruction in using student study teams</li> <li><input type="checkbox"/> Planned ignoring</li> <li><input type="checkbox"/> Behavior intervention plan</li> <li><input type="checkbox"/> Direct instruction in explicit social skills</li> <li><input type="checkbox"/> Instruction using role playing</li> <li><input type="checkbox"/> De-escalation strategies</li> <li><input type="checkbox"/> Relaxation strategies</li> <li><input type="checkbox"/> Direct instruction in self advocacy skills (vision portfolio, accessing materials in appropriate format, requesting assistance from peers and adults, personal care)</li> <li><input type="checkbox"/> Direct community based instruction to foster independent living skills</li> <li><input type="checkbox"/> Direct instruction in appropriate postural/body gestures</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student repeats directions</li> <li><input type="checkbox"/> Frequent, positive feedback and specific praise</li> <li><input type="checkbox"/> Daily/weekly home contact</li> <li><input type="checkbox"/> Contracts</li> <li><input type="checkbox"/> Student-created reinforcement menu</li> <li><input type="checkbox"/> Sequential directions</li> <li><input type="checkbox"/> Short, concise directions</li> <li><input type="checkbox"/> Frequent breaks</li> <li><input type="checkbox"/> Opportunities for movement</li> <li><input type="checkbox"/> Signal, inference cues</li> <li><input type="checkbox"/> Proximity control</li> <li><input type="checkbox"/> Structured transitions</li> <li><input type="checkbox"/> Timer</li> <li><input type="checkbox"/> Reinforcement menu</li> <li><input type="checkbox"/> Peer tutor/buddy</li> <li><input type="checkbox"/> Repeated practice of learned skills in authentic, non-pervasive environments/situations</li> <li><input type="checkbox"/> Other</li> </ul>

## *Physical Functioning*

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction using video self-modeling</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Instruction in using verbal, visual, written, and physical prompts and cues</li> <li><input type="checkbox"/> Corrective feedback with re-teaching</li> <li><input type="checkbox"/> Hand-under-hand vs. hand-over-hand guidance</li> <li><input type="checkbox"/> Redirection</li> <li><input type="checkbox"/> Instruction in how to use self-instruction</li> <li><input type="checkbox"/> Self-monitoring strategies</li> <li><input type="checkbox"/> Instruction in how to use self-talk</li> <li><input type="checkbox"/> System of least prompts</li> <li><input type="checkbox"/> Instruction in how to use visualization</li> <li><input type="checkbox"/> Instruction using social stories</li> <li><input type="checkbox"/> Direct instruction in specific skills</li> <li><input type="checkbox"/> Direct instruction in Orientation &amp; Mobility skills to foster safe and independent travel in familiar/unfamiliar environments</li> <li><input type="checkbox"/> Mental mapping skills</li> <li><input type="checkbox"/> Directionality/spatial awareness concepts</li> <li><input type="checkbox"/> Human guide techniques</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> One-on-one instruction</li> <li><input type="checkbox"/> Small group instruction</li> <li><input type="checkbox"/> Partial participation</li> <li><input type="checkbox"/> Modified equipment (auditory/tactual/visual cues)</li> <li><input type="checkbox"/> Modified rules</li> <li><input type="checkbox"/> Modified tests, activities, and assignments</li> <li><input type="checkbox"/> Self-instruction</li> <li><input type="checkbox"/> Self-monitoring</li> <li><input type="checkbox"/> Self-talk</li> <li><input type="checkbox"/> Extended time</li> <li><input type="checkbox"/> Shortened time</li> <li><input type="checkbox"/> Peer tutor</li> <li><input type="checkbox"/> Shorter distances</li> <li><input type="checkbox"/> Decreased level of difficulty</li> <li><input type="checkbox"/> Extra practice of skills</li> <li><input type="checkbox"/> Lower goal/target</li> <li><input type="checkbox"/> Alternate activities</li> <li><input type="checkbox"/> Adapted playing area (smaller, obstacles removed, etc.)</li> <li><input type="checkbox"/> Well-defined boundaries (clearly marked in contrasting colors, tactual, etc.)</li> <li><input type="checkbox"/> White Cane</li> <li><input type="checkbox"/> Human guide</li> <li><input type="checkbox"/> Larger/auditory goal/target</li> <li><input type="checkbox"/> Larger/lighter bat, racquet, etc.</li> <li><input type="checkbox"/> Frequent rest periods</li> <li><input type="checkbox"/> Slower activity pace</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Other</li> </ul>

## Section 2: Assistive Technology Consideration Checklist

This checklist is to be used by an Admissions and Release Committee (ARC) to determine whether or not a student may benefit from the use of Assistive Technology (AT). This form can be used during the referral process, or during the Admissions and Release Committee meeting to develop an Individualized Education Program. Each area of concern includes a sampling of common devices typically used to address that area. The samples are not provided as an exhaustive list and may not include the most appropriate device for a particular student.

Domains related to the Student's IEP	Area of Concern															
<b>Physical:</b> Vision; hearing; health; motor abilities; speech mechanism	<b>Vision</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <b>Examples: (circle proposed devices/tools)</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Magnifier</td> <td style="width: 33%;">Screen magnification software</td> <td style="width: 33%;">Enlarged or Braille/tactile labels for keyboard</td> </tr> <tr> <td>Large print books</td> <td>Screen color contrast</td> <td></td> </tr> <tr> <td>CCTV (Closed Circuit Television)</td> <td>Screen reader/text reader</td> <td>Alternate keyboard/enlarged keys</td> </tr> <tr> <td>Screen magnifier</td> <td>Braille materials/translation</td> <td>Braille keyboard and/or note taker</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table>	Magnifier	Screen magnification software	Enlarged or Braille/tactile labels for keyboard	Large print books	Screen color contrast		CCTV (Closed Circuit Television)	Screen reader/text reader	Alternate keyboard/enlarged keys	Screen magnifier	Braille materials/translation	Braille keyboard and/or note taker	Other: _____		
	Magnifier	Screen magnification software	Enlarged or Braille/tactile labels for keyboard													
	Large print books	Screen color contrast														
	CCTV (Closed Circuit Television)	Screen reader/text reader	Alternate keyboard/enlarged keys													
	Screen magnifier	Braille materials/translation	Braille keyboard and/or note taker													
Other: _____																
<b>Hearing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <b>Examples: (circle proposed devices/tools)</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Pen and Paper</td> <td style="width: 33%;">Closed Captioning</td> <td style="width: 33%;">Personal amplification system/hearing aid</td> </tr> <tr> <td>Computer/portable word Processor</td> <td>Real time captioning</td> <td>FM or loop system</td> </tr> <tr> <td>Signaling device</td> <td>Flash alert signal on computer</td> <td>Infrared system</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table>	Pen and Paper	Closed Captioning	Personal amplification system/hearing aid	Computer/portable word Processor	Real time captioning	FM or loop system	Signaling device	Flash alert signal on computer	Infrared system	Other: _____						
Pen and Paper	Closed Captioning	Personal amplification system/hearing aid														
Computer/portable word Processor	Real time captioning	FM or loop system														
Signaling device	Flash alert signal on computer	Infrared system														
Other: _____																
<b>Seating and Positioning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <b>Examples: (circle proposed devices/tools)</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Non-slip surface on chair</td> <td style="width: 33%;">Supports, restraints</td> <td style="width: 33%;">Sidelyer</td> </tr> <tr> <td>Bolster, cushion, foot blocks</td> <td>Adapted/alternate chair</td> <td>Stander</td> </tr> <tr> <td>Adjustable tables, desks, equipment mounts, etc.</td> <td>Custom fitted wheelchair</td> <td>Pressure monitors</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table>	Non-slip surface on chair	Supports, restraints	Sidelyer	Bolster, cushion, foot blocks	Adapted/alternate chair	Stander	Adjustable tables, desks, equipment mounts, etc.	Custom fitted wheelchair	Pressure monitors	Other: _____						
Non-slip surface on chair	Supports, restraints	Sidelyer														
Bolster, cushion, foot blocks	Adapted/alternate chair	Stander														
Adjustable tables, desks, equipment mounts, etc.	Custom fitted wheelchair	Pressure monitors														
Other: _____																
<b>Mobility</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <b>Examples: (circle proposed devices/tools)</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Walker</td> <td style="width: 33%;">Manual wheelchair, tray, parts</td> <td style="width: 33%;">Powered wheelchair</td> </tr> <tr> <td>Grab bars and rails</td> <td>Powered mobility toy</td> <td>Powered scooter</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table>	Walker	Manual wheelchair, tray, parts	Powered wheelchair	Grab bars and rails	Powered mobility toy	Powered scooter	Other: _____									
Walker	Manual wheelchair, tray, parts	Powered wheelchair														
Grab bars and rails	Powered mobility toy	Powered scooter														
Other: _____																
<b>Mechanics of Writing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <b>Examples: (circle proposed devices/tools)</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Variety of pencils/pens</td> <td style="width: 33%;">Computer with word processor</td> <td style="width: 33%;">Word prediction software</td> </tr> <tr> <td>Pencil/pen with adapted grip</td> <td>Pre-written words/phrases</td> <td>Voice recognition software</td> </tr> <tr> <td>Adapted paper (raised line or highlighted line)</td> <td>Template</td> <td>Port. Word processor (e.g. Alpha smart)</td> </tr> <tr> <td></td> <td>Slantboard</td> <td>Other: _____</td> </tr> </table>	Variety of pencils/pens	Computer with word processor	Word prediction software	Pencil/pen with adapted grip	Pre-written words/phrases	Voice recognition software	Adapted paper (raised line or highlighted line)	Template	Port. Word processor (e.g. Alpha smart)		Slantboard	Other: _____				
Variety of pencils/pens	Computer with word processor	Word prediction software														
Pencil/pen with adapted grip	Pre-written words/phrases	Voice recognition software														
Adapted paper (raised line or highlighted line)	Template	Port. Word processor (e.g. Alpha smart)														
	Slantboard	Other: _____														



	<p><b>Computer Access</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0" style="width: 100%;"> <tr> <td>Keyboard with accessibility options</td> <td>Arm support</td> <td>Pointing option/head mice</td> </tr> <tr> <td>Word prediction/abbreviation expansion</td> <td>Trackball/joystick with onscreen keyboard</td> <td>Switch with Morse code</td> </tr> <tr> <td>Keyguard</td> <td></td> <td>Switch with scanning</td> </tr> <tr> <td>Alternate keyboard</td> <td>Voice recognition software</td> <td></td> </tr> </table> <p>Other: _____</p>	Keyboard with accessibility options	Arm support	Pointing option/head mice	Word prediction/abbreviation expansion	Trackball/joystick with onscreen keyboard	Switch with Morse code	Keyguard		Switch with scanning	Alternate keyboard	Voice recognition software																
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<p><b>Communication:</b> Speech sound production and use; receptive and expressive language; voice; fluency; augmentative and alternative communication</p>	<p><input type="checkbox"/> Functioning independently with standard classroom tools</p> <p><input type="checkbox"/> May benefit from the use of AT in this area:</p> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0" style="width: 100%;"> <tr> <td>Communication board with pictures/objects/words</td> <td>Simple voice output device</td> <td>Voice output device with dynamic display</td> </tr> <tr> <td>Eye gaze frame</td> <td>Voice output device with icon sequencing</td> <td>Voice output device with speech synthesis</td> </tr> </table> <p>Scripted conversations      Other: _____</p>	Communication board with pictures/objects/words	Simple voice output device	Voice output device with dynamic display	Eye gaze frame	Voice output device with icon sequencing	Voice output device with speech synthesis																					
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<p><b>Academic Performance:</b> Basic and content reading; reading comprehension; mathematics calculation, reasoning, and application; written expression; oral expression; listening comprehension; learning preference; learning style, strategies; effect of the disability on acquisition, development, mastery and applications of academic skills.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0" style="width: 100%;"> <tr> <td>Predictable books</td> <td>Use of pictures/symbols with text</td> <td>Scanner with optical character, recognition and talking word processor</td> </tr> <tr> <td>Changes in text size, spacing, color, background</td> <td>Talking electronic device to speak challenging words</td> <td></td> </tr> <tr> <td>Book adapted for page turning</td> <td>Single word scanners</td> <td>Electronic books</td> </tr> <tr> <td>Reading pen</td> <td>Book Worm</td> <td></td> </tr> </table> <p>Other: _____</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0" style="width: 100%;"> <tr> <td>Abacus/Math line</td> <td>Tactile/voice output measuring device</td> <td>Calculator with speech/special features</td> </tr> <tr> <td>Enlarged worksheets</td> <td>Talking watches/clocks</td> <td>Alternative keyboard</td> </tr> <tr> <td>Alternatives for answering, explaining, or giving examples</td> <td>Calculator with/without printer</td> <td>Math software</td> </tr> <tr> <td>Math "Smart Chart"</td> <td>Calculator with enlarged keys/display</td> <td>On-screen/scanning calculator</td> </tr> <tr> <td>Money calculator/coinulator</td> <td>Software for object manipulation</td> <td></td> </tr> </table> <p>Other: _____</p>	Predictable books	Use of pictures/symbols with text	Scanner with optical character, recognition and talking word processor	Changes in text size, spacing, color, background	Talking electronic device to speak challenging words		Book adapted for page turning	Single word scanners	Electronic books	Reading pen	Book Worm		Abacus/Math line	Tactile/voice output measuring device	Calculator with speech/special features	Enlarged worksheets	Talking watches/clocks	Alternative keyboard	Alternatives for answering, explaining, or giving examples	Calculator with/without printer	Math software	Math "Smart Chart"	Calculator with enlarged keys/display	On-screen/scanning calculator	Money calculator/coinulator	Software for object manipulation	
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	<p><b>Composing Written Material</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0" style="width: 100%;"> <tr> <td>Word cards/book/wall</td> <td>Word processor with spell checker</td> <td>Word processing with writing supports</td> </tr> <tr> <td>Pocket dictionary/thesaurus</td> <td>Talking work processor</td> <td>Voice recognition software</td> </tr> <tr> <td>Writing templates</td> <td>Abbreviation/expansion</td> <td>Multimedia software</td> </tr> <tr> <td>Electronic/talking spell checker/ dictionary</td> <td>Writing With Symbols</td> <td></td> </tr> </table> <p>Other: _____</p>	Word cards/book/wall	Word processor with spell checker	Word processing with writing supports	Pocket dictionary/thesaurus	Talking work processor	Voice recognition software	Writing templates	Abbreviation/expansion	Multimedia software	Electronic/talking spell checker/ dictionary	Writing With Symbols																
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<p><b>Vocational Functioning:</b> General work behaviors; following directions; working independently or with job supports; job preferences/interests; dexterity; abilities; interpersonal relationships and socialization; related work skills.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b> Any item from the other categories that enable an individual to perform or train for a vocational task with a greater degree of independence may be categorized here.</p>															
<p><b>Recreation/Leisure Functioning:</b> Free time; maintenance of physical fitness; use of generic community recreation facilities and resources and degree of social movement.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0"> <tr> <td>Toys adapted with Velcro, magnets, handles, etc.</td> <td>Modified utensils</td> <td>Art software</td> </tr> <tr> <td>Switch-adapted toys</td> <td>Arm support for drawing/painting</td> <td>Computer games</td> </tr> <tr> <td>Adapted sporting equipment (beeping balls, etc.)</td> <td>Electronic aids to operate media (TV, VCR, DVD, CD, etc.)</td> <td>Other software</td> </tr> <tr> <td colspan="2"></td> <td>Adapted playground equipment</td> </tr> </table> <p>Other: _____</p>	Toys adapted with Velcro, magnets, handles, etc.	Modified utensils	Art software	Switch-adapted toys	Arm support for drawing/painting	Computer games	Adapted sporting equipment (beeping balls, etc.)	Electronic aids to operate media (TV, VCR, DVD, CD, etc.)	Other software			Adapted playground equipment			
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<p><b>Environmental Functioning:</b> Relationship with family; relationship with peers; family's dominant language; cultural influences; expectation of the parents for the child or youth in the home, schools, and community environment; service received in the community; economic influences.</p>	<p><b>Activities of Daily Living (ADLs)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0"> <tr> <td>Nonslip materials</td> <td>Adaptive eating utensils</td> <td>Adaptive devices for hygiene</td> </tr> <tr> <td>Universal cuff/strap hold items in hand</td> <td>Adaptive drinking devices</td> <td>Adaptive bathing devices</td> </tr> <tr> <td>Color coded items</td> <td>Adaptive dressing equipment</td> <td>Adaptive cooking equipment</td> </tr> </table> <p>Other: _____</p> <p><b>Environmental control</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functioning independently with standard classroom tools</li> <li><input type="checkbox"/> May benefit from the use of AT in this area:</li> </ul> <p><b>Examples: (circle proposed devices/tools)</b></p> <table border="0"> <tr> <td>Switch and interface to turn on electrical appliances</td> <td>Light switch extensions</td> </tr> <tr> <td>Switch and interface to activate battery operated devices</td> <td>Infrared/RF control of devices</td> </tr> <tr> <td>Environmental control through augmentative devices</td> <td>Other: _____</td> </tr> </table>	Nonslip materials	Adaptive eating utensils	Adaptive devices for hygiene	Universal cuff/strap hold items in hand	Adaptive drinking devices	Adaptive bathing devices	Color coded items	Adaptive dressing equipment	Adaptive cooking equipment	Switch and interface to turn on electrical appliances	Light switch extensions	Switch and interface to activate battery operated devices	Infrared/RF control of devices	Environmental control through augmentative devices	Other: _____
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- The ARC determined that this student is functioning independently with the standard classroom tools. No assistive technology required.
- The ARC determined that this student will require the use of assistive technology.
- The ARC determined that this student may require a comprehensive assistive technology evaluation.

**Section 3: Early Intervening Strategies**  
**(Adapted from KY OT/PT Resource Manual Appendix A (Sept 2006))**

**Fine Motor and Sensory Issues**

Concerns	Possible Classroom Adaptations/ Strategies for Teachers
<i>Poor balance in sitting</i>	If feet dangle, place a box or footrest under feet to maintain 90 degrees at hips, knees and ankles
	Try a chair with armrests
<i>Poor pencil/crayon use</i>	Provide Pencil grip (various types)
	Use fatter writing utensil
	Use larger sheets of paper
	Try paper without lines for writing
	Try paper with wider-spaced lines
	Larger models or templates
	Simplify instructions, breakdown steps
<i>Poor cutting skills</i>	Use loop, spring, or other adapted scissors
	Stabilize paper (tape it down, use large clips, c-clamps, etc.)
<i>Poor note taking or copying information from the board</i>	Tape lectures to be transcribed or listened to later
	Photocopy teacher or peer notes
	Carbonless notebooks to have copy of peer's notes
<i>Unable to complete seatwork successfully</i>	Provide larger spaces for answers
	Give smaller amounts of work
	Put less items per page
	Give more time to complete task
	Change level of difficulty
	Fold paper so less is visually available
	Give visual break down of steps
	Give time limits for assignments
	Strategically group kids together
<i>Can't stay in seat; fidgety</i>	Allow student to lie on floor to work
	Allow student to stand to work at seat
	Provide lateral support to hips or trunk (rolled towels or foam blocks)
	Adjust seat to correct height for work
	Be sure feet are flat on floor or footrest when seated
	Provide more variety in seatwork
	Provide classroom movement breaks
	Use rice bags on lap while working

<i>Poor keyboarding skills (hits too many keys at one time)</i>	Use key guard
	Try sticky keys program
<i>Inattentive to task/distractible</i>	Use study carrel
	Decrease availability of distracting stimuli (visual or auditory)
	Provide touch cues only when student is prepared for it, use firm pressure
	Provide frequent breaks in seatwork
<i>Inappropriate touching, hitting and kicking</i>	Verbal reminders to keep hands/feet to self
	Behavior chart with visual cues
<i>Poor lunch skills/behaviors</i>	Provide a wheeled cart to carry tray
	Provide large handled utensils
	Clamp lunch tray to table to avoid slipping
	Put drink in sealed cup with straw
<i>Poor toileting skills</i>	Provide smaller toilet seat
	Provide looser clothing
	Provide step-up stool for toilet/sink
<i>Can't put jacket on/off or zip</i>	Place in front of student in same orientation each time consistently
	Provide larger size for easier handling
	Add zipper pull
<i>Clumsy in classroom/halls; gets lost in building</i>	Move classroom furniture to edges of room
	Send student to new/next locations when halls are less crowded
	Provide visual cues in hall to mark locations
	Match student with partner for transitions
<i>Unable to add numbers in a line</i>	Use graph paper
	Turn notebook paper sideways to provide vertical lines
<i>Doesn't follow directions</i>	Provide written or picture directions for reference
	Provide cassette tape of directions
	Allow student to watch peer for cues
	Immediate reinforcement of correct response

<i>Drops materials; can't manipulate books, etc.</i>	Place tabs on book pages for turning
	Provide small containers for items
<i>Loses personal belongings; unorganized</i>	Make a map showing where items belong
	Use colored tape to mark off spaces where certain items belong
	Collect all belongings and hand them out at the beginning of each activity
	Organize notebooks by color, etc.
	Take digital picture of how items should appear in desk, cubby, etc.

### **Gross Motor Issues**

<b>Concerns</b>	<b>Possible Classroom Adaptations/ Strategies for Teachers</b>
<i>Difficulty with mobility in the classroom</i>	Provide hand held assist
	Encourage use of environmental supports (e.g., handrail)
	Change place in line
<i>Frequent falls</i>	Decrease clutter
	Provide visual and tactile cues
	Observe if student catches self or gets injured
	Use peer partner for transitions
	Provide extended time for hall travel
<i>Difficulty changing positions (in/out of chairs, up/down from floor)</i>	Use environmental supports (e.g., table)
	Use appropriate height chair
<i>Poor posture due to low or high muscle tone</i>	Use proper fitting chair and table
	Allow to floor sit against furniture
	Use chair with arms
<i>Difficulty with hopping, jumping, skipping, or running as compared to same age peers</i>	Modify PE activities to address skills

## Section 4: Program Modifications or Supports for School Personnel

Use these questions and examples to assist you in making decisions regarding the need for program modifications or supports for school personnel to be implemented on behalf of the child.

- What modifications need to be made to the general education program to meet the needs of the student? For example:
  - an explanation of the collaboration model being used;
    - *Sample: Special Education Teacher and Regular Education Teacher of Language Arts will collaborate in the implementation of the reading and writing goals using the co-teaching model. In this model both teachers are responsible for planning, implementing, and evaluating instruction together in the general setting for a specified amount of time on a consistent basis. In implementing this model, the regular education teacher provides the content or skill instruction consistently, while the special education provides strategies, re-teaching, reinforcing, or restating instruction to enhance learning or connect to content. Each serves in the role consistently. If, on occasion, an individual student or a small group requires specific skill instruction or assessment, the special education teacher may remove them from the regular classroom for that instruction or assessment.*
    - *Sample: The regular education teacher and speech language pathologist will discuss individual student needs in relationship to performance in the general education setting. The teachers will not work in the same classroom at any time, but will confer once per week to ensure the student is making progress toward goals.*
  - a statement that a copy of the IEP is shared with all regular educators and a description of the plan for teacher-planning on behalf of the student;

- a description of any other adult assistance provided on behalf of the student;
  - *Sample: While in all school settings, in addition to the special or regular teacher, adult assistance will be available for Leroy to meet his needs in the following areas:*
    - 1) *toileting;*
    - 2) *eating and caring for tray during lunch;*
    - 3) *getting to and from the bus;*
    - 4) *during exit and re-entry during fire drills or other emergency situations;*
    - 5) *during playground activities.*
  - *Sample: While in all special and regular classes, in addition to the special or regular teacher, adult assistance will be available for Dillon to meet his needs in the following areas:*
    - *academic tasks that involve working independently (verbal and/or physical prompting to stay on task; verbal and/or physical prompting to keep place in assignment)*
- a description of therapist recommended classroom suggestions for a student.
  - *Sample: When asked to write for an assignment or test, provide wide-spaced lined paper and a fat writing utensil.*
- What specialized training, use of school time, or use of school staff needs to be provided on behalf of the student to meet the unique needs? (i.e., may include specialized training for bus drivers, paraprofessionals, general and special education teachers, related service providers, cafeteria workers on topics such as brushing protocol, gait training, feeding procedures, medical procedures, communication systems, diapering, positioning, etc.)
  - E.g., Training for school personnel in the use of a text reader; training for school personnel for implementation of a Sensory Diet

## Section 4: Transition Services

Transition Services means a coordinated set of activities for a child with a disability that:

- a. Is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities, including:
  - postsecondary education,
  - vocational training,
  - integrated employment (including supported employment),
  - continuing and adult education,
  - adult services,
  - independent living,
  - or community participation;
- b. Is based on the individual student's needs, taking into account the child's strengths, preferences, and interests; and
- c. Includes:
  - Instruction
  - Related services;
  - Community experiences;
  - The development of employment and other post-school adult living objectives; and
  - If appropriate, acquisition of daily living skills and function vocational evaluation.

### Transition Services in the area of Instruction

Activities/strategies can be formal or informal instruction a student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills. The activities/strategies include, but are not limited to, such things as:

- Provide course of study leading to a diploma
- Provide course of study leading to a certificate
- Keep apprised of graduation status and follow-up if issues arise
- Provide opportunities to visit college campuses and meet with student support services (Disability Services Coordinator)
- Enrollment in a tech-prep program
- Enrollment in a cooperative education course
- Instruction about Section 504 of the Rehabilitation Act and Americans with Disabilities Act



- Provide opportunities to explore admission requirements for possible part-time enrollment at a Vocational/Technical School
- Instruction in the process for accessing apartments for rent
- Provide information on continuing and adult education opportunities
- Self-Advocacy/Self-Awareness instruction
- Enrollment in career and vocational education/vocational English
- Enrollment in occupation specific courses
- Enrollment in an adult living course
- Enrollment in an internship/apprenticeship program
- Provide opportunities in extra curricular activities such as \_\_\_\_\_
- Enrollment in Adult/Continuing Education courses such as \_\_\_\_\_
- Enrollment in Community College courses such as \_\_\_\_\_
- Enrollment in parenting classes
- Instruction in financial management-money skills
- Instruction in time management and organizational skills
- Provide opportunities to practice negotiation skills for job raises, car purchases, etc.
- Provide access to tutoring services in school
- Instruction in writing an information interview letter to the disabilities resource coordinator at a postsecondary school of interest
- Conduct a learning styles inventory to identify preferences and strength modes
- Provide practice in taking a GED pre-test
- Assist in application for a Big Brother/Big Sister to help with homework and mentoring
- Instruction in CPR/First Aid course
- Enrollment in an SAT prep course
- Enrollment in college prep courses; complete ACT/SAT application
- Instruction about community agencies that provide services and support to people with disabilities
- Provide opportunity to tour post school occupational training programs
- Provide assistance in obtaining, completing, and submitting applications to colleges of choice
- Provide opportunities to research college scholarship opportunities
- Provide assistance in obtaining, completing, and submitting applications for tuition assistance programs
- Provide assistance in enrolling in and taking classes through the local County Extension Program
- Apply for and provide for taking modified ACT test
- Instruction and practice self-advocacy
- Instruction about employability skills and schedule a work experience
- Instruction in work readiness skills and vocational English

- Instruction and practice of social skills
- Instruction and practice of communication skills
- Instruction about the decision making process and practice necessary skills
- Instruction in Crisis Management skills
- Enrollment in a driver's education class
- Instruction and practice in obtaining materials in accessible formats independently (electronic text, large print)
- Instruction and practice in identifying vendors and organizations offering materials in accessible format

### **Transition Services in the area of Related Services**

Activities/strategies consider the current and projected related service needs of the student. This area of the transition services is not for specifying the needed related services for the next school year which is addressed in another section of the IEP. Rather, this decision is to determine if the related service needs will continue beyond school. If so, the IEP identifies who or what agency might provide those services, help identify how the student and parent can access those services and connect the student and parent to whomever will provide those services before the student leaves the school system. This type of planning, discussion, and identification of activities/strategies helps make the move from the school acting as one related service provider to another adult agency or service provider as seamless as possible for students and families.

- Rehabilitation counseling
- Orientation and mobility services
- Develop linkages to adult agencies or providers
- Create a list of people, phone numbers, etc., who can be resources after high school
- Instruction in how to apply at adult support agencies
- Instruction in how to identify community mental health agencies
- Instruction in how to identify potential post school providers of related services and funding sources
- Instruction in how to identify potential post school providers of recreation therapy or occupational therapy and potential funding sources
- Instruction in how to identify potential post school providers of physical therapy
- Assistance in applying for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency
- Provide practice in conversations using an augmentative communication device

- Provide orientation and mobility training in place of future employment
  - Provide opportunities for interviewing a job coach for assistance with learning job tasks
  - Instruction in how to identify potential post school providers of speech therapy
  - Instruction in identifying city/county transportation options
  - Assistance in applying for eligibility with state transportation program
  - Assistance in applying for eligibility with the state division of Mental Health Services
  - Assistance in applying for Supplemental Security Income (SSI) from the Social Security Administration (SSA)
  - Assistance in writing a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job
  - Instruction in how to identify possible sources of support for coping with difficult life situations
  - Instruction in how to obtain a driving capability assessment from
- 
- Instruction in how to interview and select an adult provider
  - Instruction in how to identify options for modified transportation
  - Conduct an assistive technology evaluation
  - Instruction in how to obtain new equipment (wheelchair, seating, braces, Assistive Technology, etc.)
  - Instruction in how to obtain audiological services for post school
  - Assistance in contacting college/tech school to arrange for class interpreters
  - School health and social work services
  - Instruction in what accommodations are necessary for after high school
  - Prepare to contact college professors within the first week of class to discuss needed accommodations and modifications and arrange for needed materials in alternate format
  - Prepare to advertise and hire a reader or note-taker for college classes

### **Transition Services in the area of Community Experiences**

The following items emphasize activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities encourage the student to participate in community settings that may include community-based work experiences/exploration, job site training, government, social, recreational, leisure, shopping, banking, transportation, and/or other opportunities.

- Instruction about relevant community resources (health care facilities, bank, library, laundry-mat, postal services, church, restaurants, hair salon)
- Provide opportunities for practice in using relevant community resources (health care facilities, bank, library, laundry-mat, postal services, church, restaurants, hair salon)
- Practice making and keeping own appointments
- Teach appropriate social behaviors in the community (tipping, asking for assistance, standing in line, being quiet in relevant situations)
- Provide opportunities for practice in using cost saving techniques (comparison shopping, sale prices, discount stores versus department stores)
- Provide opportunities for practice getting around in the community (using driver's license/vehicle, public transportation, maps/schedules/asking for directions)
- Develop a realistic plan for addressing post secondary housing needs and demonstrate the ability to secure housing (understands cost of different types of housing, housing contracts, process of relocating)
- Instruction in how to apply for residential services
- Provide opportunities for practice in using purchasing options and pay for large purchases in the community (use of credit cards, loans)
- Instruction in basic insurance needs and where to purchase coverage
- Provide opportunities for practice in finding specified areas with his/her own school and neighborhood
- Teach relevant community signs (Men, Women, Do Not Enter, Danger)
- Provide opportunities for practice accessing services and items which have a constant location (restrooms, classrooms, school, ordering counters, ticket booths, bus stops)
- Provide opportunities for practice selecting and ordering his/her own food in restaurants
- Provide opportunities for practice safely crossing streets including those with traffic lights
- Provide opportunities for practice locating needed items in grocery store
- Teach recognition cost and pay for small purchases in the community
- Teach the dangers of accepting assistance or goods from strangers
- Teach how to respond to emergency situations in the community (missing the bus, contact with strangers, being lost)
- Provide opportunities to practice identifying the names and locations of social service agencies (employment agencies, rehabilitation services, social services, adult services)
- Provide opportunities for practice banking, budgeting, and shopping skills
- Provide opportunities for practice using public transportation or get a driver's license

- Provide opportunities for joining local organization or club
- Instruction in how to register to vote and how to vote
- Teach skills necessary to participate in the voting process
- Instruction in ways to use leisure time
- Instruction in how to identify any supports needed to participate in activities
- Teach about banking options: checking, savings, etc.
- Instruction in how to identify specific community facilities to join for recreation/leisure services
- Instruction in how to identify specific recreation/leisure activities of choice and participate independently
- Instruction in how to identify activities of choice to do with family members or friends
- Instruction in how to identify activities of choice to do with a provider
- Instruction in how to identify different living/housing options
- Assistance in obtaining a state identification card or driver's license
- Instruction in how to register with Selective Service
- Provide opportunities to tour colleges and technical schools
- Provide opportunities for practice arranging private transportation
- Arrange for meeting with Office for the Blind Counselor to review community support services available and to obtain information about state and national organizations

### **Transition Services in the area of Employment**

Activities/strategies focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

- Conduct assessments regarding the student's desired employment and career interests for adult life beyond college and/or postsecondary vocational training
- Assistance in preparing for work towards obtaining a license to become a \_\_\_\_\_
- Arrange for meeting with adult workers in the career field of \_\_\_\_\_
- Enrollment in a career awareness program
- Provide a community-based career exploration program
- Provide opportunity to explore possible summer employment through the Summer Youth JTPA program
- Arrange for meeting with supported employment agencies to identify and evaluate their services

- Provide for opportunity to participate in a supported employment job experience
- Instruction about county one-stop career centers
- Provide information and/or apply for youth apprenticeship program
- Arrange for completion of an application for OVR
- Arrange for meeting with an OVR counselor to develop an Individualized Plan for Employment
- Assist in writing a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business
- Instruction about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers
- Contact the state Office for the Blind to obtain employment services
- Instruction in how to register with Employment Services
- Conduct the ASVAB (Armed Services Vocational Aptitude Battery)
- Provide opportunities for practice completing job applications and interviewing skills
- Provide opportunities for practice explaining disability and needed accommodations
- Provide opportunities to memorize Social Security number
- Provide opportunity to attend transition fair or career fair at school and/or in the community
- Provide opportunities to research through O\*Net ([www.online.onetcenter.org](http://www.online.onetcenter.org)) careers, qualifications and specifications, and key words for resume development
- Obtain a list of providers to Office of Vocational Rehabilitation who conduct person-centered planning, job development and placement, and job coaching
- Provide practice in writing resume, cover letters, and thank you notes for after interviews
- Provide job shadowing
- Observe job site and develop a task analysis for job activities
- Instruction in how to select clothes for job interviews
- Instruction in factors which influence job retention, dismissal, and promotion
- Provide opportunities for practice in responding appropriately to verbal correction from others
- Provide opportunities for practice in maintaining appropriate work habits when supervisor is not present
- Provide opportunities for practice demonstrating the skills necessary to perform successfully in a job interview
- Instruction in how to complete a job application
- Provide for a variety of successful community-based work experiences

- Provide opportunities to visit possible employment sites
- Instruction in how to access various resources for assistance in job searching: want ads, employment agencies, on-line resources
- Provide opportunities for practice demonstrating the necessary interpersonal skills to work with others (good listening skills, good verbal communication skills)
- Instruction in how to locate and complete information for grants, loans, scholarships
- Arrange meeting with the Office for the Blind counselor to develop an Individual Written Rehabilitation Plan

### **Transition Services in the area of Post School Living Objectives**

Activities/strategies focus on adult living skills. These are generally activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security Income (SSI).

- Provide for completion of Individual Learning Plan
- Conduct transition assessments regarding the student's desired residential life beyond high school and a residential postsecondary education setting
- Instruction in how to identify post secondary housing options
- Instruction in how to apply for post secondary housing
- Instruction in how to apply for post secondary educational options
- Instruction in how to apply for financial assistance to access post secondary training/learning options
- Provide information about guardianship issues and estate planning
- Instruction about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
- Instruction in how to open a bank account and manage finances/budgets/bills
- Instruction in how to apply for credit cards and manage personal debt
- Instruction in how to apply for housing assistance (HUD)
- Instruction about consumer skills, rights, and responsibilities
- Instruction in how to join the local YMCA, YWCA, health club, or community recreation center
- Contact the state Office for the Blind to obtain training on independent living

### **Transition Services in the area of Daily Living Skills**

Daily living skills are activities that adults do most every day. These include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

- Provide information about community agencies that provide daily living skills training to adults
- Develop a contact list of agencies that provide residential supports in this county
- Provide information about a variety of adult housing options with supports
- Instruction in how to identify possible assistive technology and adaptive assistance
- Enrollment in courses in foods, family life, child development, and life management
- Instruction in how to file taxes
- Enrollment in childcare classes
- Enrollment in cooking class
- Instruction in how to sign up for utilities (gas, water, electric, telephone, cable, etc.)
- Instruction in how to operate a washer and dryer
- Instruction in how to prepare an initial housing budget (down payment, furniture, bath towels, cleansers, utilities, etc.)
- Instruction in how to cost compare for household items (appliances, linens, etc.)
- Instruction in how to manage daily time schedule
- Instruction in how to manage money and pay bills
- Instruction in how to develop a personal fitness routine
- Provide opportunities for practice purchasing food
- Provide opportunities for practice preparing meals
- Provide opportunities for practice purchasing clothing and caring for clothes
- Provide opportunities for practice managing personal self care (dressing/undressing and grooming)
- Instruction in how to communicate personal information (i.e., name, address, gender, telephone number, Soc. Sec. #)
- Instruction in how to dress appropriately for specific situations (i.e., weather, special events, casual, seasonal)
- Provide opportunities for practice choosing and wear clothing appropriate in size, color, and style
- Provide opportunities for practice demonstrating safety precautions (i.e., use of locks, proper use of appliances)
- Instruction in how and when to seek medical assistance



- Provide opportunities for practice demonstrating advanced telephone skills (i.e., long distance, phone card, directory, directory assistance, taking messages, call waiting/forwarding, cell phone)

### **Transition Services in the area of Functional Vocational Evaluation**

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This includes observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment is used to refine educational experiences, courses of study, and employment activities/strategies listed in the transition services in the IEP.

- Conduct a functional vocational evaluation
- Maintain a portfolio of observable work samples
- Conduct an interest/aptitude survey
- Conduct ASVAB test
- Teacher and parents/guardians complete an Enderle-Severson Transition Rating Scale/other transition assessment
- Complete non-verbal picture career interest inventory
- Complete application to OVR

*These examples are adapted from a combination of works by Dr. Ed O'Leary, Wendy Collison and CESA 7 (January, 2009). Information included was taken from Transition Requirements - A Guide for States, Districts, Schools, Universities and Families, collaboratively developed by Jane Storms, Ed O'Leary and Jane Williams, May, 2000.*

## Section 5: Lesson Plan Development

Use these instructional strategies and materials to assist your students in making progress through the Program of Studies.

<b>Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work.</b>
<ul style="list-style-type: none"> <li>• Identify and focus on critical information. Prioritize the "need to know" content rather than "nice to know". Organize instruction around the big ideas.</li> </ul>
<ul style="list-style-type: none"> <li>• Simplify task directions.</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce new vocabulary before beginning lesson.</li> </ul>
<ul style="list-style-type: none"> <li>• Photocopy pieces of research material related to subject for report or project, then read and underline/highlight main ideas and important details.</li> </ul>
<ul style="list-style-type: none"> <li>• Change rules to accommodate learner needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Use advanced organizers and post-organizers to introduce and summarize lesson content.</li> </ul>
<ul style="list-style-type: none"> <li>• Highlight, underline, or color-code main ideas, important vocabulary, and/or key concepts.</li> </ul>
<ul style="list-style-type: none"> <li>• Highlight root words to aid in decoding.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss task and check for clear understanding of all parts of assignment from the beginning.</li> </ul>
<ul style="list-style-type: none"> <li>• Frequently restate concepts/directions using short phrases.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide handouts summarizing important information.</li> </ul>
<ul style="list-style-type: none"> <li>• Give an outline listing the main ideas and related subtopics. Provide space to take additional notes.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide visuals (e.g., multimedia presentations, transparencies, flip charts) to list important concepts.</li> </ul>
<ul style="list-style-type: none"> <li>• When assignment requires drawing diagrams, provide diagram and have student label parts.</li> </ul>
<ul style="list-style-type: none"> <li>• Require less detailed drawings (e.g., structure of cell)</li> </ul>
<ul style="list-style-type: none"> <li>• Provide handbook of grammar and punctuation rules, review frequently and allow student to use as reference.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• On a cue card, provide list of adjectives, adverbs, to use as reference.</li> </ul>
<ul style="list-style-type: none"> <li>• On a cue card, list steps in math processes/formulas to use as references.</li> </ul>
<ul style="list-style-type: none"> <li>• Allow the use of calculator to figure math problems.</li> </ul>
<ul style="list-style-type: none"> <li>• For language exercises, (i.e., punctuation) provide copy of assignment and require only the addition of appropriate punctuation.</li> </ul>
<ul style="list-style-type: none"> <li>• When asking for students to express their ideas in writing on a given subject, allow student to make a list of words that reflect the content.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide an adapted text of the same title.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide choice of reading materials that match interest and skill level.</li> </ul>
<ul style="list-style-type: none"> <li>• Chunk material for easier comprehension.</li> </ul>

**Delivery: Adapt the way instruction is delivered to the learner.**

- Reduce amount of copying from text and board.
- Provide copy of vocabulary/terms instead of copying from text.
- Provide manuscript copy of lecture notes.
- Posters of steps for specific learning strategies (open response, writing process, formulas).
- Alert student to focus before expressing key points.
- Read sections of the text aloud or have volunteers to read aloud.
- Develop study guides to be completed as material is read.
- Use cued notes.
- Read questions and discuss before the student writes answers.
- Provide books on tape, or allow student to use a text reader.
- Provide chapter outlines.
- Instruct and provide directions using a step-by-step process (sequential & numbered).
- Visual displays and graphic organizers.
- Analogies, stories, examples, non-examples.
- Conduct large group discussion before assigning group work.
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking, cutting (cut worksheets into sections, folding) and highlighting, color-coding or underlining.
- Provide diagrams (i.e., water cycle) and pre-labeled cards to place on diagrams.
- Provide many opportunities for processing (before, during, and after lesson).
- Teach mnemonic devices.
- Teach students how to interpret graphs, charts, and illustrations.
- Give written directions to supplement verbal directions.
- Paraphrase information.
- Encourage feedback to check for understanding.
- Record questions on tape recorder.
- Tape alternate pages for read one page, listen to second page.
- Provide additional directions and information.
- Assist in prewriting activities and provide writing prompts.
- Show project examples that others have done and point out and list key features that students must include.
- Demonstrate math concepts using concrete objects before requiring independent work.
- Vary the pace and change tasks frequently.
- Use cooperative learning groups.
- Use multi-sensory instructional strategies.
- Keep directions concise and simple.
- Monitor the student's understanding by asking student to repeat directions.
- Include rebus pictures with written directions for students who are unable to read.
- Place a piece of yellow acetate or yellow shelf liner (hot cover) over the page of print to enhance contrast, darken print, and focus student on smaller chunks.
- Use black marker pens to trace over directions and darken print for students with low vision.
- Always state/write the goals and objectives at the beginning of each lesson.
- Connect previous day's learning with new lesson.

• Provide all information in a logically organized and sequential format.
• Vary the level of questions during class discussion to include all students.
• Use closure strategies regularly.
• Connect to student's prior knowledge.
• Use a variety of practice formats.
• Incorporate active learning strategies.
• Give immediate reinforcement of correct response.
• Give immediate correction of errors.
• Provide individual student instruction when needed.
• Use concrete and manipulative objects at all grade levels.
• Teach reading within all content areas.
• Use specific questions to guide content reading.
• .Communicate your expectations.
• Lab work.
• Problem based inquiry.
• Independent projects.
• Small group projects.
• Whole group projects.
• Use picture metaphors or storytelling.
• Use music.
• Teach memory strategies including mnemonic devices.
• Color and visual symbols.
• Use music to enhance learning.
• Teach using multi-sensory modes including multiple intelligences and learning styles.
• Use interval learning and processing time.

<b>Assessment: Adapt how the student can respond to instruction.</b>
• Provide a menu of options for student to demonstrate knowledge other than (or in addition to) pencil/paper tests.
• Use verbal responses, a communication book, or show knowledge with hands-on materials.
• Draw and write sentences to demonstrate comprehension.
• Make a poster or dictate a report instead of writing.
• Use technology (e.g., PowerPoint presentation).
• Dictate into tape recorder.
• Dictate answers to peers.
• Assign a reader.
• Assign a scribe.
• Verbal descriptions of diagrams instead of drawing.
• Choice of cursive or manuscript handwriting.
• Allow for spelling errors.
• Accept key responses instead of complete sentences.
• Give option of verbal assignment.
• Provide additional space to record written responses.
• Emphasize important words in written assessments through underlining, color-coding, bolding, and enlarged print.
• Reduce number of choices on multiple-choice or matching tests.

<ul style="list-style-type: none"> <li>• For language lessons, have student read sentences aloud and verbalize corrections instead of writing.</li> </ul>
<ul style="list-style-type: none"> <li>• Allow demonstration to answers in math using concrete materials.</li> </ul>
<ul style="list-style-type: none"> <li>• Paraphrase.</li> </ul>
<ul style="list-style-type: none"> <li>• Prompts and cueing.</li> </ul>
<ul style="list-style-type: none"> <li>• Extended time.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide each student with a small chalkboard or whiteboard, old sock for erasing, and chalk or a dry erase marker for written responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Index cards can be used to respond to true/false or agree/disagree statements. Once question is asked, student shows response by holding up their card.</li> </ul>
<ul style="list-style-type: none"> <li>• Thumbs up/thumbs down to encourage active group participation during presentations.</li> </ul>
<ul style="list-style-type: none"> <li>• Include one direction per sentence.</li> </ul>
<ul style="list-style-type: none"> <li>• Underline or box directions.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide examples of correct responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Use large, bold print when possible.</li> </ul>
<ul style="list-style-type: none"> <li>• When creating multiple-choice tests, exclude "all of the above" and "none of the above" statements.</li> </ul>
<ul style="list-style-type: none"> <li>• When creating matching tests, organize both columns so student's choices are clear and concise. Present matching statements/answers in blocks of five. Double space between blocks of information.</li> </ul>
<ul style="list-style-type: none"> <li>• When creating true/false tests, eliminate words such as "all" or "never". Avoid using double negatives.</li> </ul>
<ul style="list-style-type: none"> <li>• Create fill-in-the-blank tests by placing the choices under the blank space.</li> </ul>
<ul style="list-style-type: none"> <li>• Use a variety of formats to review for several days before a test or a quiz (i.e., quiz bowls, small group reviews, question &amp; answer period, study buddies).</li> </ul>
<ul style="list-style-type: none"> <li>• When giving essay tests, provide the student with a blank outline format for organization of ideas. Highlight or underline key words in questions.</li> </ul>
<ul style="list-style-type: none"> <li>• Have the student demonstrate knowledge learned by performing or demonstrating key concepts.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide all students a copy of the test so that they do not have to guess what is "need to know" content.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide study guides.</li> </ul>
<ul style="list-style-type: none"> <li>• Vary testing format.</li> </ul>
<ul style="list-style-type: none"> <li>• Design collages, posters, timelines of events, and storyboards to manipulate the information.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and conduct surveys.</li> </ul>
<ul style="list-style-type: none"> <li>• Create maps, graphs, diagrams.</li> </ul>
<ul style="list-style-type: none"> <li>• Design and play simulation game activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Write and perform skits.</li> </ul>
<ul style="list-style-type: none"> <li>• Design an inquiry project.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide scoring guides/rubrics to clarify expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• Use a grading contract detailing the basis for grades.</li> </ul>
<ul style="list-style-type: none"> <li>• Use labels.</li> </ul>
<ul style="list-style-type: none"> <li>• Have students design overhead presentations.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide an outline of content.</li> </ul>
<ul style="list-style-type: none"> <li>• Have students create photo essays.</li> </ul>
<ul style="list-style-type: none"> <li>• Journal entry.</li> </ul>
<ul style="list-style-type: none"> <li>• Illustrated book.</li> </ul>
<ul style="list-style-type: none"> <li>• Slide show.</li> </ul>

• Power point presentation.
• Models.
• Diorama.
• Art project.
• Felt board or storyboard.
• Handmade puzzle.
• Debate.
• Oral report.
• Chant or song.
• Walking tour talk.
• Radio advertisement.
• Storytelling.
• Demonstration.
• Dramatization.
• Role play.
• Chalkboard walk.
• Design and run a business.
• Charades.
• Large construction project.
• Poetry.
• Allow student to take the test a second time.
• Taped tests.
• Open book exams.
• Frequent but shorter quizzes.
• Encourage the student to summarize what they have learned that was NOT asked on the test.

<b>Size: Adapt the number of items that the learner is expected to learn or complete.</b>
• Reduce the number of terms a learner must memorize at any one time.
• Integrate several short, learning activities rather than a single long one into the session.
• Select fewer comprehension questions to complete.
• Reduce amount of required writing. (Don't use writing as a punitive consequence.)
• When giving a language assignment to complete on the same concept, require fewer sentences to be completed.
• Reduce the spelling list.
• Assign a specific number of math "problems" and allow student to choose those problems.
• Limit the number of concepts presented on each test.
• Divide the test into segments. Each segment should have individual directions and should be graded separately.

<b>Time: Adapt the time allotted for learning, task completion, or testing.</b>
• Individualize a time line (through the student planner) for completing task. This may include time limits and time extensions.
• When assignments require answers to comprehension questions, give the material several days early and have parents, aide, or special education teacher to read the material with the students and discuss the comprehension questions.

• Provide extra classroom time to work on assignments.
• Allow assignments to be taken home to complete.
• Permit re-take spelling tests.
• Spend more time on complex math processes. Do much review and give fewer problems but more days to practice those processes.
• Recognize effort and do not require the completion of the entire activity.
• Teacher/assistant can work in advance to assist in generating ideas for participation to contribute to group discussions.
• Prioritize assignments and/or steps to completing assignments.
• Alternate quiet and active tasks. Set time limits for specific task completion.
• Increase time allowed for completion of tests or assignments.
• Reduce the length of the test.
• Space short work periods with breaks or change of tasks.
• Follow a specific, consistent routine.
• Post the daily schedule on the board for students who like the big picture.
• Develop classroom routines and celebrations and use them.

<b>Environment: Adapt the physical setting.</b>
• Post daily work, schedules, and homework assignments at eye level in front of class.
• Surround student with peers who model appropriate behavior.
• Use a study carrel.
• Use proximity seating.
• Be aware of student's sensory preferences.
• Provide a distraction-free zone.
• Encourage students to find "best study place".
• Help student keep workspace free of unnecessary materials.
• Be aware of student allergies.
• Provide extra structure during transition times.
• Review class/school guidelines and classroom rules frequently.
• Be aware of assignment of schedules in regard to "on-task" behaviors.
• Engage the student in community-based instruction.

<b>Level of Support: Increase the amount of personal assistance with a specific learner.</b>
• Assign peer buddy.
• Assign teaching assistant.
• Assign peer tutor.
• Pair students for review games and questioning.
• Have student use a scribe.
• Have student orally respond to a test.
• Pair students to develop a duet story.
• Use small groups to master specific content.
• Use graphic organizers for note-taking.
• Use cued notes for note-taking.
• Use cooperative learning groups.

**Participation: Adapt the extent to which a learner is actively involved in a task.**

- Integrate choral response into lessons.
- Use instructional games.
- Use Think-Pair-Share strategy.
- Use Turn-to-Your-Neighbor strategy.
- Involve student in listening and participating in group discussions, but do not require a written response.

**Organization: Instruct the student in organization techniques to assist within the classroom and school situation.**

- Set clear time limits for assignments.
- Questioning at the end of each sentence or paragraph.
- Allow additional time to complete tasks and take notes.
- Highlight main facts in the book or photocopied pages.
- Provide materials checklist.
- Ask student to paraphrase directions given.
- Use a student assignment notebook.
- Assign student a volunteer homework buddy.
- Lend student a second set of books for home.

**Motivation Strategies: Students can only be motivated to do tasks they are physically and mentally capable of doing.**

- Use a symbol system for correct response.
- Send home daily progress reports.
- Keep graphs and charts of student's progress.
- Conference with student's parent.
- Conference with student's other teachers.
- Use behavior performance charts.
- Use checks for accuracy.
- Use goal setting or contracts with student.
- Use immediate reinforcement of correct response.
- Develop a reward or point system.