Collaborative Checklist of Student Supports

We can reduce barriers in a classroom and/or school by planning and implementing supports for all students to access – a designation is not a prerequisite to receiving support. In this universal approach, supports are determined before teaching, designed for specific students, taught to all students, and available to all students. Strategies and supports can be designed as **Universal** (good for ALL), **Targeted** (choice for ALL), or **Essential** (necessary for ONE).

The following checklist is designed to be used collaboratively by a classroom teacher in partnership with other school-based team member(s) to help design supports for a student and classroom. This planning should be guided by selecting the least intrusive supports that are most natural and appropriate for the context of the learning environment.

Environmental

- ☐ Provide preferential and/or alternative seating (e.g. study carrels, quiet areas, stability balls, wobble stools, etc.)
- ☐ Planned Seating
    - ○ Bus   ○ Classroom   ○ Lunchroom   ○ Auditorium   ○ Other
- ☐ Provide safe space in classroom
- ☐ Provide quiet areas and identified, safe, alternative spaces in the building
- ☐ Define area concretely (e.g. carpet squares, tape on floor, rug area)
- ☐ Schedule breaks (both within and outside of classroom)
- ☐ Reduce/minimize distractions
    - ☐ Visual   ○ Spatial   ○ Auditory   ○ Movement
    - ☐ Other_____

Pacing of Instruction

- ☐ Extended time requirements
- ☐ Vary activity levels often; allow for breaks (formal and informal)
- ☐ Limit or omit timed tasks
- ☐ Omit assignments requiring copying
- ☐ Provide opportunity to preview learning content/materials
- ☐ Provide home set of materials for reference, preview or review
- ☐ Other_____

Materials

- ☐ Provide easy access to resources and content (e.g. class notes, video recorded lessons, texts, technology, etc.)
- ☐ Use study guides and advanced organizers
- ☐ Provide note-taking assistance, copy of class notes
- ☐ Use large print or Braille materials
- ☐ Use communication book, board, or other appropriate communication tool/app (e.g. Proloquo)
- ☐ Provide assistive technology and software (e.g. Google Read/Write)
- ☐ Other_____

Presentation of Subject Matter

- □ Teach to the student's learning strength(s) (e.g., verbal, kinesthetic, musical, visual/spatial, interpersonal etc.)
- □ Use active, experiential learning
- □ Use specialized curriculum
- □ Record class lectures and discussions to replay later
- □ Use American Sign Language
- □ Provide prewritten notes, an outline, or an organizer
- □ Provide a copy of classmate's notes
- □ Use demonstrations and models
- □ Use manipulatives and real life objects in mathematics
- □ Highlight critical information or main ideas
- □ Pre-teach vocabulary; use vocab files, prepared lists, word walls, etc.
- □ Reduce the language level of the reading assignment
- □ Use graphic organizers/sequences
- □ Use partner reading/writing
- □ Reduce seat time during learning activities
- □ Use diaries or learning logs
- □ Reword/re-phrase instructions and questions
- □ Preview and review major concepts in primary language
- □ Other_____

Curriculum

- □ Embed choice
- □ Offer hands-on, experiential lessons
- □ Offer open-ended, flexible assignments
- □ Use student interest to guide curriculum
- □ Give directions in small, distinct steps (written/picture/verbal)
- □ Use written/visual to supplement oral directions
- □ Adjust difficulty level
- □ Shorten assignments
- □ Reduce paper/pencil tasks
- □ Read or record directions
- □ Give extra cues/prompts
- □ Adapt worksheets and pack-ups
- □ Offer a range of options for students to "show what they know"
- □ Provide spelling and/or penmanship accommodations
- □ Other_____

Testing Adaptations

- □ Provide oral instructions and/or read test questions
- □ Use pictorial instructions/questions
- □ Read test to student
- □ Preview language of test questions

- □ Ask questions that have applications in real-life settings
- □ Administer test individually
- □ Modify format to reduce visual complexity or confusion

  ○ Use short answer   ○ Use multiple choice   ○ Shorten length   ○ Extended time
  ○ Use open-book tests ○ Other _____

Self-Management/Follow-through

- □ Provide visual schedule(s) (daily/weekly)
- □ Teach/model self-talk, reframing, and positive thinking
- □ Teach/model self-reflection
- □ Teach "reading the room"
- □ Use visual timer
- □ Check often for understanding/review
- □ Have student repeat directions
- □ Use binders, tabs, technology to organize material
- □ Use visual timelines for assignments
- □ Review and practice real-life situations
- □ Teach self-regulation monitoring and strategies
- □ Other_____

Social Interaction Support

- □ Use strength-based terminology
- □ Work on explicit relationship building
- □ Use peer advocacy/ natural peer supports and multiple, rotating peers, &/or peer tutoring
- □ Use cooperative learning groups
- □ Structure opportunities for social interactions (e.g., Circle of Friends, clubs or teams reflecting student interest, etc.)
- □ Focus on social process rather than end product
- □ Structure shared experiences in school and extracurricular activities
- □ Teach friendship, sharing, and negotiation skills to classmates
- □ Teach social communication skills (greetings, turn-taking, sharing, negotiation, etc.)
- □ Other_____

Level of Staff Support (to be considered after implementing supports from previous categories)

- □ Consultation
- □ Stop-in support
- □ Team teaching (parallel, supportive, complementary, or co-teaching)
- □ Daily in-class staff support
- □ Total staff support (staff in close proximity)
- □ One-to-one assistance
- □ Mentorship
- □ Specialized personnel support (if indicated, identify time needed)
- □ Other_____

Specialized Equipment or Procedure (in consultation with appropriate Itinerant/s)

- □ Wheelchair
- □ Standing board
- □ Computer
- □ Modified keyboard
- □ Switches
- □ Braces
- □ Customized mealtime utensils, plates, cups etc.

- □ Walker
- □ Positioning
- □ Computer software
- □ Augmentative communication device
- □ Restroom equipment
- □ Suctioning
- □ Other_____

Notes

Adapted from Sampling of supplemental supports, aids and services needed. (From Villa, R.A., Thousand, J.S., & Nevin, A.I. A guide to co- teaching: Practical tips for facilitating learning [pp. 126-130]. Copyright 2004 by Corwin Press

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