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| Universal Supports  Supports and strategies for students with or without a designation where certain universal supports have been successful in their overall learning | | | |
| **SEL, Behavioural** | | **Instructional** | |
|  | Scheduled Movement/Water breaks/opportunity |  | Consistent, structured classroom routines |
|  | Simple, predictable directions/rules |  | Explicitly state the purpose of each lesson |
|  | Visual- step-by-step instructions |  | Oral, written, or visual instruction, “to-do” lists, or other organizational structures. |
|  | Give choices (within parameters) |  | Front loading using outlines (chapters/tests) |
|  | Acknowledge flexibility and self-control |  | Vocabulary at the start of the lesson/unit |
|  | Limit group size (group work) |  | Teach multi-modal (i.e., visual, verbal) |
|  | Positive praise & build positive rapport |  | Provide cues / mnemonics as a memory tool |
|  | Assign groups AND roles/peer support |  | Allow for extra wait time for student response |
|  | Calm space in the classroom |  | Simplified language/directions |
|  | Check-in/out with a specific adult each day. |  | Repeat instructions to the student individually |
|  | Clear specific rules consistent across settings. |  | Allow for re-teaching of key concepts, notes provided (note taker) |
|  | Front-load schedule changes |  | Reader or Text Reader (Be specific about technology) |
|  | Other: |  | Alternatives to print (audiobooks, movies, videos, digital media. |
| **Physical Environment** | |  | Explicit instructions |
|  | Ability to move around indoor and outdoor spaces easily to access materials |  | Teach notetaking, finding information in text |
|  | Classroom zones/alternate workspaces (i.e., quiet spaces/collaborative spaces) |  | Allow for the use of a calculator |
|  | Good sight lines and placement and lighting to facilitate communication for oral and visual language |  | High contrast materials, large print |
|  | Flexible/preferential seating |  | Use closed captioning |
|  | Sound field system |  | Provide alternate materials at the student’s level |
|  | Sensory Tools (fidget items, wiggle cushion, standing desk) |  | Use cooperative learning |
|  | Special lighting (dark/light spaces) or acoustics (quiet/noisy spaces) |  | Use small group instruction/ peer tutoring |
|  | Reduce visual noise |  | Provide immediate/frequent feedback |
|  | Separate setting |  | Present lessons sequentially |
|  | Vertical surfaces |  | Alternatives to note-taking (scribe, audio recording, teachers-notes provided, photo, etc.) |
|  | Other: |  | Other: |
| **Organizational** | | **Formative Assessment** | |
|  | Take pictures of notes & homework board |  | Use in-class evidence of understanding |
|  | Extra time to complete assignments |  | Adjust expectations “quality over quantity” |
|  | Mini due dates to ensure task completion |  | Reduce # of homework questions or assignment length |
|  | Chunk longer projects/assignments |  | Alternate type: oral, written, demonstration |
|  | Use highlighters for important directions |  | Vary assessment types depending on the need |
|  | Provide note taker or notes of each lesson |  | Provide samples at the beginning |
|  | Supported use of an agenda, planner, calendar |  | Adapt tests and assignments (shorten, enlarge, revise format) |
|  | Graphic organizers for writing assignments |  | Use dot procedure: work to the dot and then get feedback |
|  | Use simple, concise directions |  | Repeat instructions |
|  | Pneumonic strategies; Study strategies |  | Spelling dictionary, proofreading, word bank checklists, etc. |
|  | Visual schedule/timetable (i.e., When/Then) |  | No penalty for spelling or convention errors |
|  | Visual timer |  | Calculator/multiplication chart/number line and manipulatives |
|  | Use post-it-notes |  | Graphic organizers |
|  | Home/school communication book |  | Alternate format: short answer, point form, fill-in-the-blank, multiple choice, true/false, matching |
|  | Checklists |  | Provide a rubric or scoring guide |
|  | Classroom Visual supports |  | Review Criteria prior to beginning the assigned task |
|  | Work organization system (color code files etc.) |  | Framework outlines, and rubrics for longer projects |
|  | Other: |  | Reduce or eliminate oral reading in class |
| **Summative Assessment** | |  | Access to technology with dictation/word prediction and Voice-to-text abilities |
|  | Allow for retests or test previews |  | Work in groups |
|  | Extra time to complete written tests/quizzes |  | Materials available at independent reading level |
|  | Allow a 1-page cheat sheet for tests |  | Voice to text, Speech to text or Dictation |
|  | Break down tests into small chunks |  | Reduce or eliminate homework expectations |
|  | Allow for test “previews” to be sent home |  | Other: |
|  | Allow oral answering of test questions | **Other** | |
|  | Adapt tests (shorten, enlarge, revise format) |  | Other: |
|  | Other: |  | Other: |
| Essential Supports  For students with or without a designation where certain essential supports are identified by a medical assessment, psych ed or SBT | | | |
| **SEL, Behavioural** | | **Instructional** | |
|  | Choice Zone |  | ASL interpreter |
|  | Personalized visual schedule |  | Personal hearing aid(s) |
|  | Scheduled sensory movement breaks that access specialized spaces |  | Designated reader or scribe |
|  | Work/Break schedule |  | Personal FM/RMT system |
|  | Personal countdown strip/visual timer |  | Video Magnifier |
|  | Learning contract |  | Alternative formats (must specify i.e., Braille, large print, auditory, specialized assistive technology) |
|  | Personalized visual or tactile supports |  | Low vision tools |
|  | Work Organization system |  | Technology (must specify i.e., text to speech, speech to text, Braille Note, Touch Chat, etc.) |
|  | Personalized communication intent dictionary |  | Acceleration (interactions with peers with similar abilities) |
|  | Service Dog |  | Other: |
|  | Calm space | **Physical Environment** | |
|  | Other: |  | Specialized seating (must specify i.e., adapted chair, cushions, source of sound) |
| **Formative & Summative Assessment** | |  | Alternative personal workspace |
|  | Alternate formats (must specify i.e., Braille, specialized assistive technology) |  | Service Dog |
|  | Alternative and Augmentative Communication Device (must specify i.e., Touch Chat, Eye Gaze, etc.) |  | Special lighting and/or acoustics |
|  | ASL/Signing/Interpreter |  | Separate setting |
|  | Assessment over several sessions |  | Orientation and mobility (must specify i.e., lift, walker, standing frame Cane, GPS, etc.) |
|  | Handheld microphone for RMT |  | Specialized equipment (must specify i.e., slant board, switch Interface, Powerlink, audio hub) |
|  | Other: |  | Other: |