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| Universal SupportsSupports 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 SupportsFor 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: |