**Instructions**: Select Universal and Essential Supports and use this document as a reminder/prompt for what you would like to include in the student’s IEP for supports and additional comments.

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| **Universal Supports**  **For students with or without a designation where certain universal supports have**  **been successful to their overall learning** | | | | | |
| Student Name: |  | Teacher: |  | Date: |  |
| School |  | Designation: |  | Grade: |  |
| **Social and Emotional, Behaviour Strategies** | | **Instructional Strategies** | | | |
| Movement/Water breaks | | Consistent, structured classroom routines | | | |
| Simple, predictable, directions | | Explicitly state the purpose of each lesson | | | |
| Visual- step-by-step instructions | | Oral, written or visuals instruction or Use “to do”  lists, or other organization structures. | | | |
| Give choices (within parameters) | | Front loading using outlines (chapters/tests) | | | |
| Front loading expectations | | Vocabulary at the start of the lesson/unit | | | |
| Class norms co-created | | Teach multi-modal (i.e., visual & verbal) | | | |
| Positive praise & build positive rapport | | Provide cues / mnemonics as a memory tool | | | |
| Assign groups AND roles | | 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 student individually | | | |
| Clear specific rules consistent across settings. | | Allow for re-teaching of key concepts Notes provided  (notetaker) | | | |
| Regular check and connect | | Reader or Text Reader (Be specific about technology) | | | |
| Zones, Social Thinking, We Thinkers, etc. | | Sound field system | | | |
| **Physical Environment** | | Alternatives to print (audiobooks, movies, videos  digital media. | | | |
| Access to vertical surfaces | | Use simple, concise 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 use of calculator | | | |
| Flexible seating | | High contrast materials, large print | | | |
| Ability to move around the room | | Use closed captioning | | | |
| Sensory Tools (fidget items, wiggle cushion) | | Provide alternate materials at student’s level | | | |
| Special lighting or acoustics | | Use cooperative learning | | | |
| Separate setting | | Use small group instruction/ peer tutoring | | | |
| Seated close to the teacher | | Provide immediate/frequent feedback | | | |

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| **Organizational Strategies** | **Assessment/Assignment Strategies** |
| Take picture of notes & homework board | Use in-class evidence of understanding (exit ticket, etc.) |
| Get ready, do, done strategy | Adjust expectations “quality over quantity” |
| Mini due dates to ensure task completion | Reduce # of homework questions or assignment  length |
| Chunk longer projects/assignments | Alternate ways of responding (oral, written, demonstration, drawing, media) |
| Use highlighters for important directions | Alternate assessment type depending on need |
| Provide note taker or notes of each lesson | Provide samples/exemplars at the beginning |
| Supported use of an agenda, planner | 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/provide written instructions |
| Pneumonic strategies; Study strategies | Spelling dictionary, proof reading, word bank  checklists etc. |
| Visual daily/weekly schedule/calendar | Do not penalize 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 listing, fill  in the blank, multiple choice, true/false, matching |
| Provide/create reference guides | Provide rubric or scoring guide |
| Work organization system | Review criteria before starting |
| **Testing** | Framework, step-by-step outlines for longer projects |
| Allow for retests or test previews | Reduce or eliminate oral reading in class |
| Adapt tests (shorten, enlarge, revise format) | Access to devices with dictation/word predict  abilities, laptop, tablet, iPad |
| Extra time to complete written tests/quizzes | Use learning progressions for assignments |
| Allow 1-page cheat sheet for tests | Materials available at independent reading level |
| Break down tests into small chunks | Limit homework to min/ No homework |
| Allow for test “previews” to be sent home | Voice to text, Speech to text or Dictation |
| Use of regulating strategy before writing tests (e.g., stair climbing, deep breathing) | **Other Strategies** |
| Other: | Other: |

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| **Essential Supports**  **For students with or without a designation where certain essential supports are**  **identified by a medical or other professional assessments, or school-based team** | | | | | |
| Student Name: |  | Case Manager: |  | Date: |  |
| Teacher Name: |  | Designation: |  | Grade: |  |
| **Social, Emotional and Behaviour Strategies** | | **Instructional & Presentation Strategies** | | | |
| Choice Zone | | ASL interpreter | | | |
| Personalized visual schedule | | Personal hearing aid(s) | | | |
| Scheduled sensory movement breaks  with access to specialized spaces | | Designated reader or scribe | | | |
| Work/Break schedule | | Personal FM/RMT system | | | |
| Personal countdown strip/visual timer | | Video Magnifier | | | |
| Learning contract | | Alternative formats (Braille, large print,  auditory, specialized assistive technology) | | | |
| Personal communication intent dictionary | | Low vision tools | | | |
| Work Organization system | | Technology \*must specify (Text to speech,  speech to text, .pdf to speech BrailleNote Touch) | | | |
| Personalized communication intent  dictionary | | Acceleration (interactions with peers with  similar ability) | | | |
| Service Dog | | Personalized visual/tactile supports | | | |
| Calm space | | Other: | | | |
| Other: | | Other: | | | |
| **Physical Environment** | | **Assessment/Assignment Strategies** | | | |
| Specialized seating (adapted chair,  cushions, source of sound to stronger ear) | | Alternate formats (Braille, specialized assistive  technology) | | | |
| **Orientation and Mobility** Support (lift,  walker, standing frame, cane, GPS etc.) | | Alternative and Augmentative Communication  Device \* must specify (Snap + Core, Touch Chat, Big Mac, Eye Gaze etc.) | | | |
| Service Dog | | ASL/Signing/Interpreter | | | |
| Special lighting and/or acoustics | | Assessment over several sessions | | | |
| Separate setting | | Handheld microphone | | | |
| Alternative personal work space | | Personal countdown strip/visual timer | | | |
| Other: | | Work organization system | | | |
| Other: | | Other: | | | |