**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, videosdigital 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 assignmentlength |
|  [ ]  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 getfeedback |
|  [ ]  Use simple, concise directions |  [ ]  Repeat instructions/provide written instructions |
|  [ ]  Pneumonic strategies; Study strategies |  [ ]  Spelling dictionary, proof reading, word bankchecklists etc. |
|  [ ]  Visual daily/weekly schedule/calendar |  [ ]  Do not penalize for spelling or convention errors |
|  [ ]  Visual timer |  [ ]  Calculator/multiplication chart/number line andmanipulatives |
|  [ ]  Use post-it-notes |  [ ]  Graphic organizers |
|  [ ]  Home/school communication book |  [ ]  Alternate format: short answer, point form listing, fillin 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 predictabilities, 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 CommunicationDevice \* 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: |