

Continuum of Supports/Services for Students



Universal Supports for All Students	Additional Accommodations (usually require 504 plan or IEP)	SDI (can be provided via push-in by interventionist, EL, or SPED or by the gen ed teacher)	Data Collection Methods (to measure AYP, drive instruction, and allow students to demonstrate what they know)
<ul style="list-style-type: none"> -Academic -visual aids -sentence starters -text-to-speech/audiobooks (for assignments) -graphic organizers -variety of pens/pencils (color, size, tactile feedback, etc) -adaptive pen/pencils -adaptive paper (raised line, highlighted lines, etc). -slant board -personal dry erase marker -non-slip writing surface -pre-written words/sentences/phrases -writing templates, notes, outlines -pocket dictionary/thesaurus -word wall, word books, word cards -sentence starters -story starters -framed paragraphs -change size of text -change spacing, text color, background/contrast -picture symbols with text -book holders -predictable books -color overlays -tracking strategies (reading window, bar magnifier) 	<ul style="list-style-type: none"> -calculator (for tests) -scribe -multiplication table (for tests) -“key words” notecard (for math problem solving) -text-to-speech/audiobooks (for test) -speech-to-text (for tests) -speech generating device -personal visual schedule -customized checklists -personal electronic device (computer, smart phone, apps, tablets) -communication system (such as PECS) -note-taking devices (Braille writer) -specialized software for word prediction, text reading, text enlargement, communication, Braille translation) -personal amplification system -specialized flexible seating options 	<ul style="list-style-type: none"> -small group instruction (using district approved curriculum) during centers/group time to target deficits -scaffold work for individual students and provide explicit instruction and/or step-by-step instructions on how to complete work (in reading, writing, and math) -re-teach subject matter using a different methodology -for reading tests: pull kids into small group and scaffold questions for students based on their needs -provide direct (additional) teaching to help student organize their thoughts/ideas/responses based on their IEP goals -provide direct instruction on how to decode words (using a district approved curriculum) based on IEP goals -use of district approved computer programs that have adaptive learning capabilities -modifying content and providing materials based on IEP goals 	<ul style="list-style-type: none"> -drawings -video recordings -worksheets -tests -written work -printed work -data sheets -audio recordings

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<ul style="list-style-type: none">-number lines-manipulatives-abacus-multiplication table (for assignments)-math facts charts-worksheets with enlarged spaces for responses-modified paper (grid paper, raised lines, bold lines)-chunking directions-visual cues-highlighted text-checklists-recording devices (both audio and video)-pre-recorded videos-speech generating device (for assignments)-communication board-communication books-core board-timers-digital documents-note-taking devices <p>Social/Behavior</p> <ul style="list-style-type: none">-elimination of extraneous noise (air vents, etc.)-visual schedules-color coding-systems for organization (binders with dividers, pocket folders)-checklists			
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<ul style="list-style-type: none">-wiggle seats-therabands-access to break space-			
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