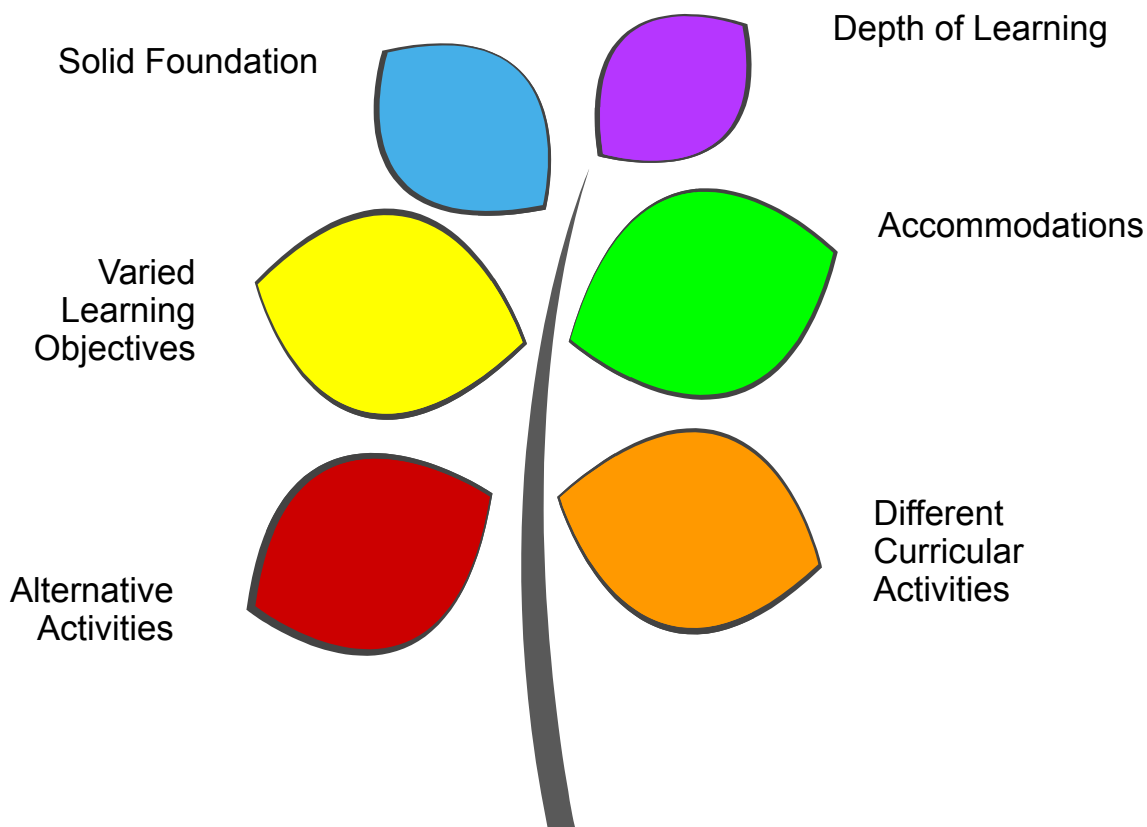


# Continuum of Supports

The Continuum of Supports is a tool to assist in planning and executing student learning tasks. Learning is flexible. Students exhibit various strengths and weaknesses throughout their educational careers. We can find access points along this continuum to help them make their own individual growth.



**“We do what’s best for kids.”**



**Level 6**  
HICAP

**Level 5**  
General Education  
(Tiers 1, 2, & 3)

**Level 4**  
Same Class Activities with Accommodations

**Level 3**  
Same Curriculum Varied Objectives

**Level 2**  
Same Lesson Different Curricular Activities

**Level 1**  
Alternate Activities

## Level 6

Same class activities with extension and depth of learning opportunities.

Level 6

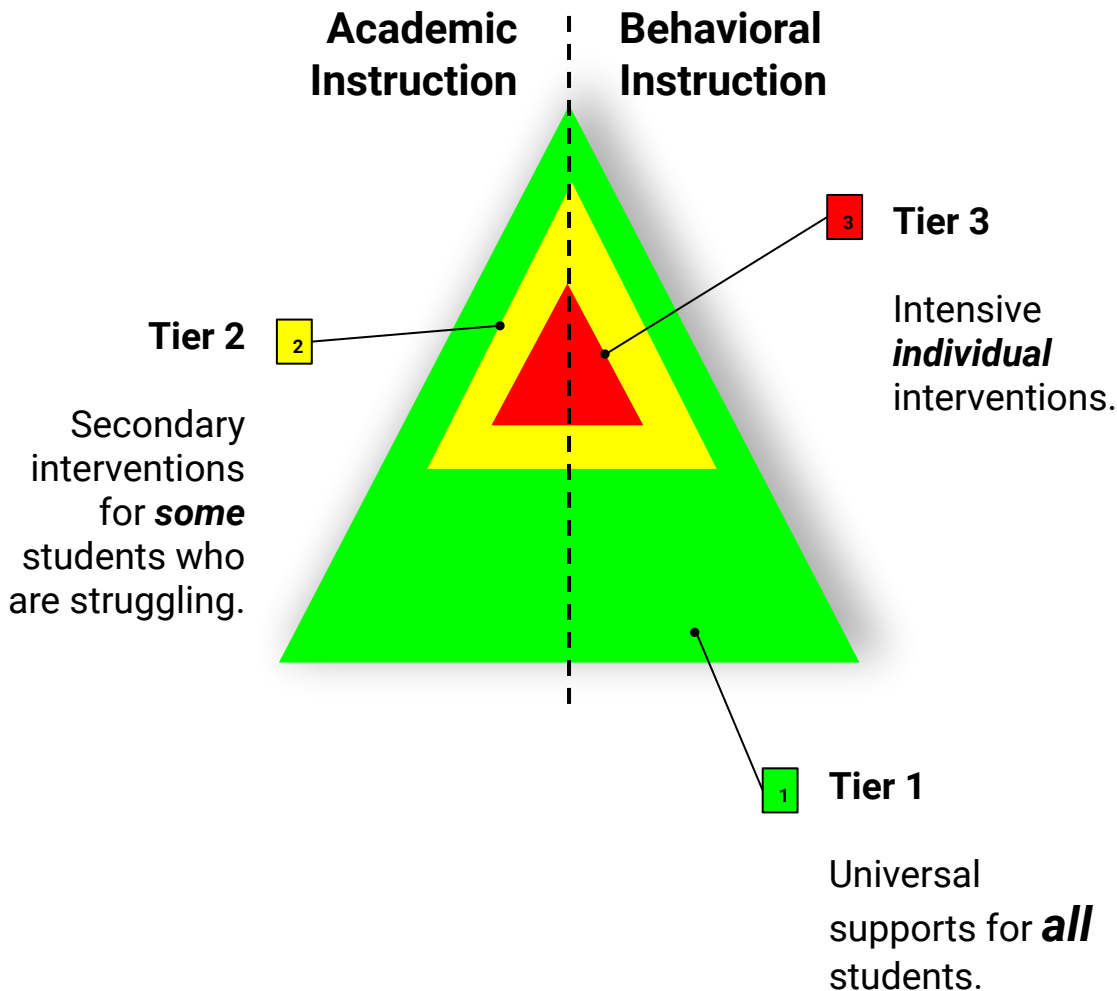
HICAP

## Level 5

General Education expectations, which includes a viable core curriculum and schoolwide PBIS supports.

Level 5

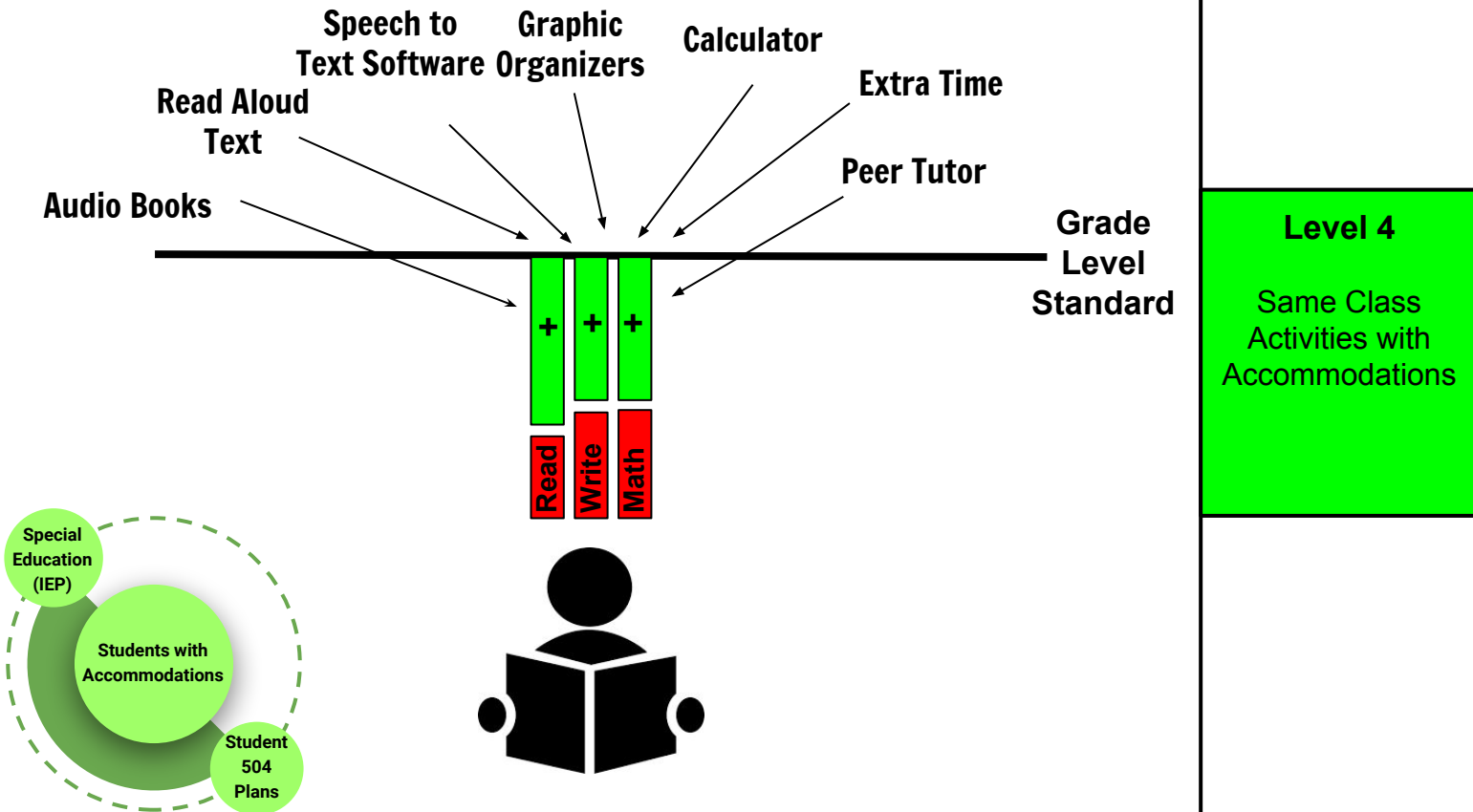
General Education  
(Tiers 1, 2, & 3)



## Level 4

**Accommodations** are supports that are *added* for the student so they are able to have access, understand, and participate at the same and/or similar level as their peers.

### + Support = Same Grade Level Outcome



### Examples of Common Accommodations:

- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions.
- Work with fewer items per page or line and/or materials in a larger print size.
- Be given an outline of a lesson.
- Be given a written or visual list of instructions.
- Give responses in a form (oral or written) that's easier for them.
- Work or take a test in a different setting, such as a quiet room with few distractions.
- Use sensory tools such as an exercise band that can be looped around a chair's legs.
- Take more time to complete a task or a test.

## Level 3

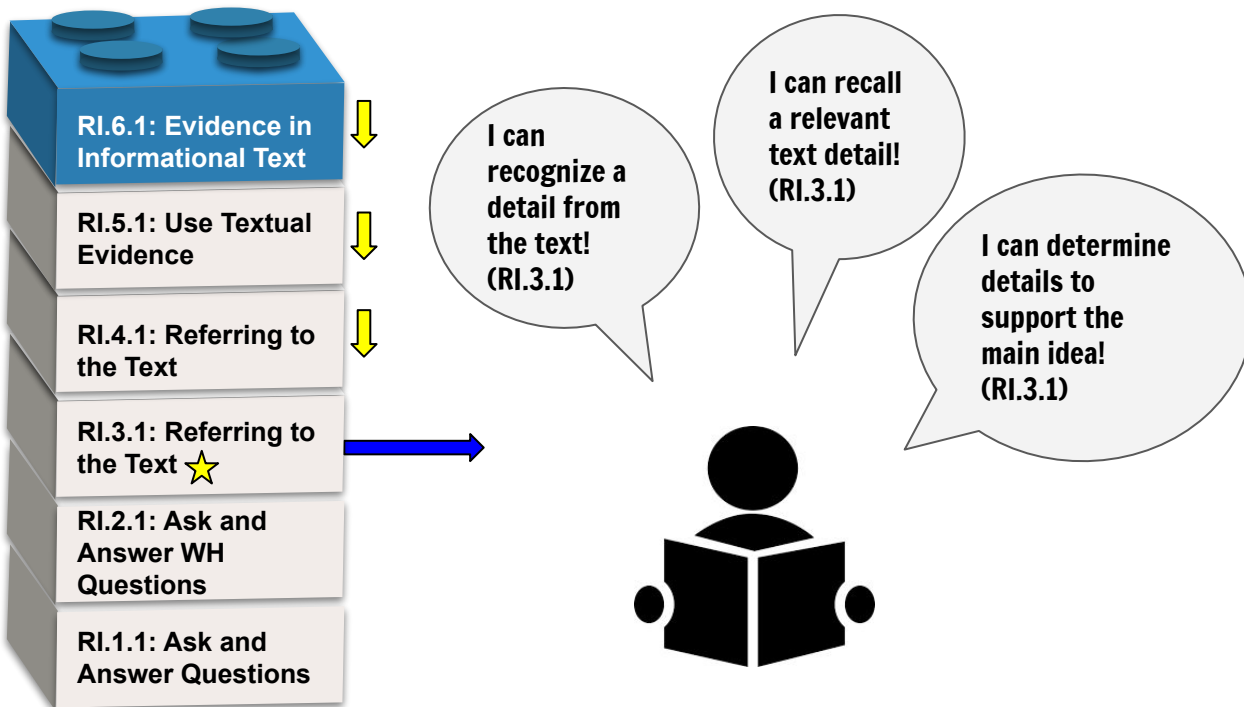
A **Modification** is a support that *changes* the learning objective and/or outcome for the student.

### Determine → What Standard am I Measuring?

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

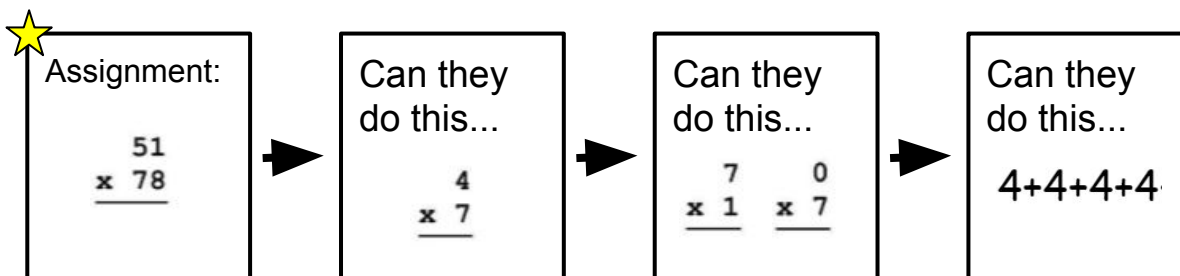
What does that standard look like at my students' instructional level?  
What work should I expect?

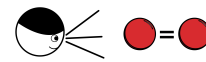


### Level 3

Same Curriculum  
Varied Objectives

Think about learning progressions and prerequisite skills:



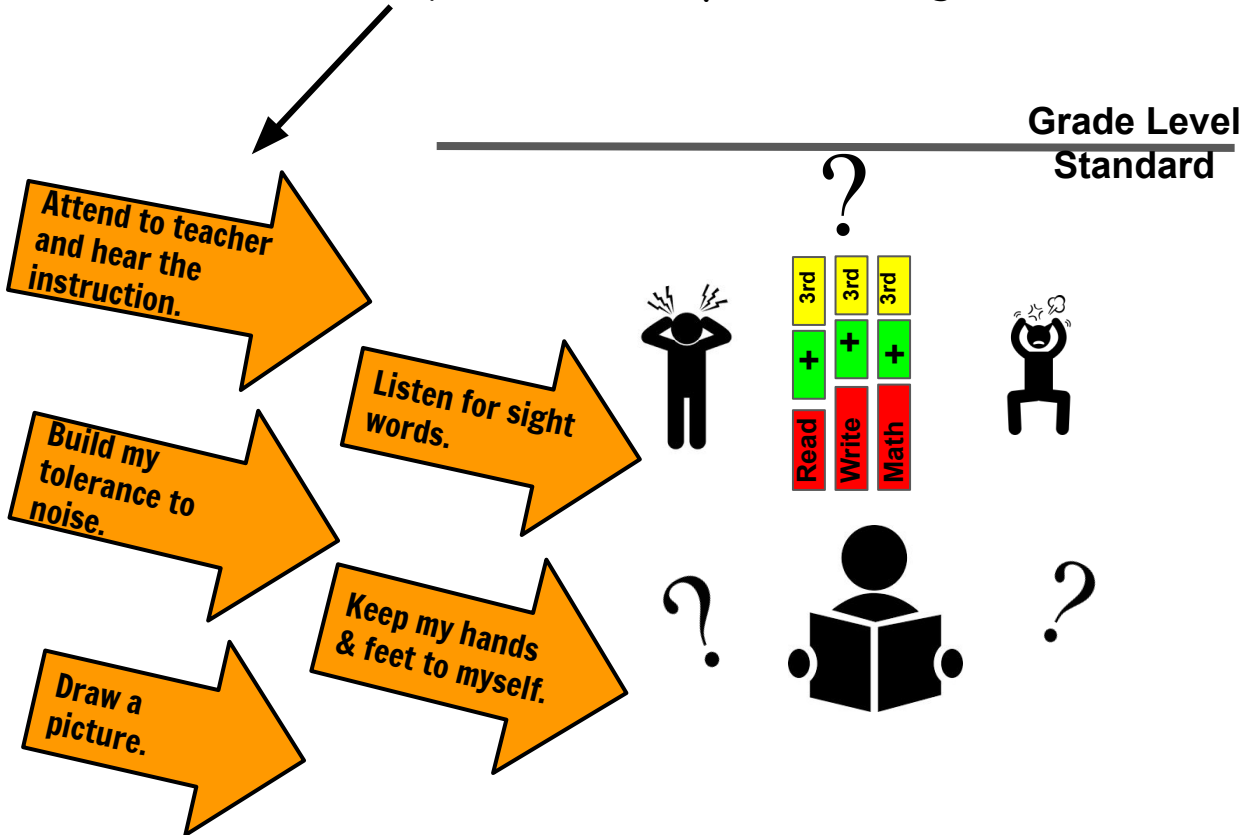


More **Modification.**

**I Need an Access Point!**

Is there something preventing me from learning?

What other activity could I complete during the lesson?



**Most Common:**

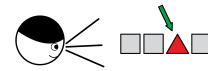
- Improving social skills.
- Improving behavior targets.

**What other tasks can the student do?**

- Keep hands and feet to themselves.
- Practice regulation strategies.
- Stay in seat.
- Refrain from yelling at peer buddy.
- Perform a classroom job.

**Level 2**

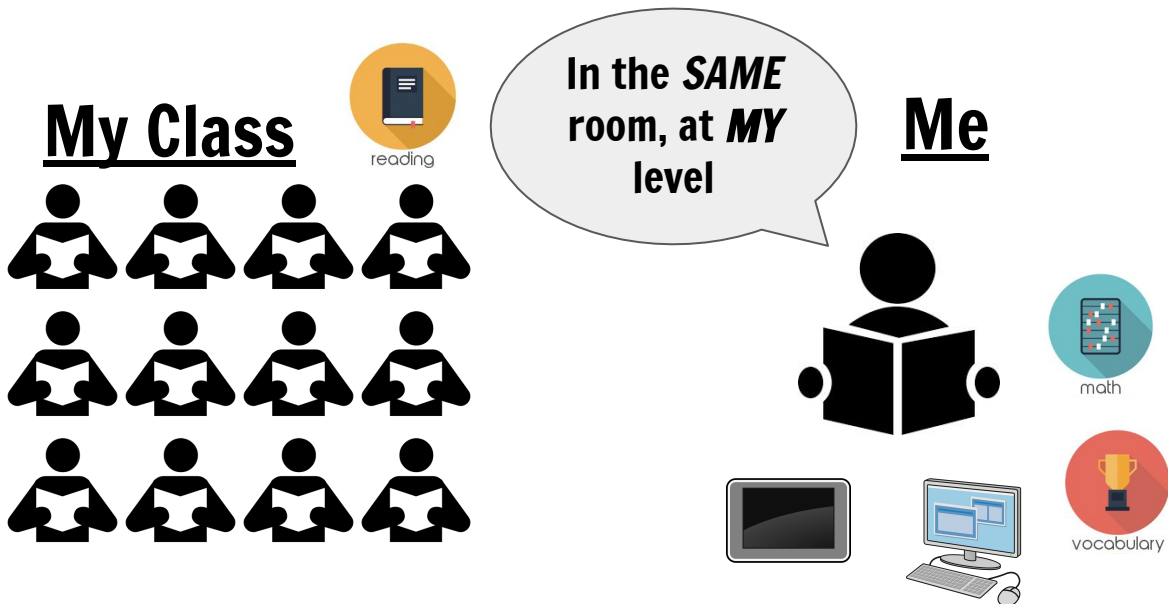
Same Lesson  
Different  
Curricular  
Activities



Most Modification.

**Alternate Activities**

I can work with the teacher, with a friend, in a group, or by myself.



\*Could be an individual schedule of activities, task boxes, life skills routine, etc.

**Alternate Schedule of Activities:**

- Picture schedule of activities 1-5.
- Paper/pencil assignment.
- iPad or Chromebook assignment.
- Individual routine.
- Life skills activities.
- Job and/or vocational skills routine.
- Sensory break.