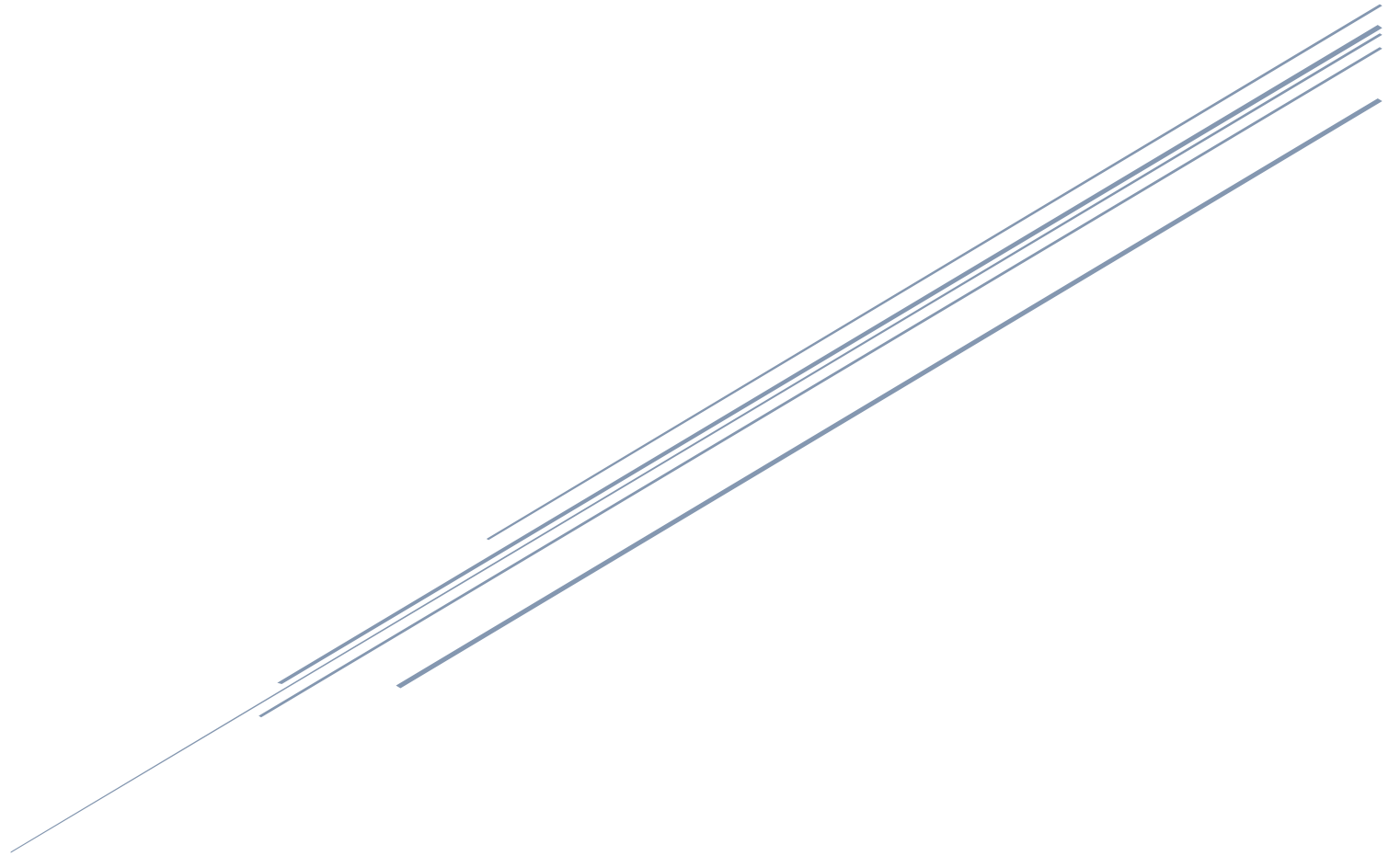# UNIVERSAL SUPPORTS*

*found in IEPs but ALL students qualify for these supports*

Tamanawis Secondary
Raj Samra

### Assessment/Product

- Allow student response on test to be recorded on audio/video tape
- Allow student to respond to test question using speech-to-text software
- Allow support from reader
- Allow support from scribe
- Allow use of assistive technology
- Provide separate setting to allow for alternate test taking
- Provide separate setting to reduce distraction(s)
- Provide supervised breaks
- Provide tests on audio recording
- Use oral answers
- Test take before or after school
- Shortened length of testing
- Divide test into sections
- Offer –pre-tests
- Use clear, simple language in instruction
- Use of personal technology
- Allow student to practice using adaptations before actual/final test
- Allow the use of cue cards
- Pre-teach testing skills
- Provide additional time to complete tests
- Provide cues or mnemonic devices
- Provide open book testing
- Provide oral testing, when appropriate
- Provide sample or practice testing
- Provide written tests in large print, screen reader or audio
- Reduce the number of test questions

- Vary the type and structure of the test to meet
- Avoid using Scan-a-tron or bubble style answer sheets as these are virtually impossible for student
- Make use of adaptive technologies available to the student for testing
- Add picture or visuals to the test

### Assignments

- Adjust the length of classroom assignment

- Allow additional time for assignments
- Use alternate assignments that do not require writing
- Directions in small, distinct steps
- Post daily assignments with due dates
- Reduce paper and pencil tasks
- Tape directions for student
- Allow recorded assignments
- Offer Alternative Assignment
- Avoid peer editing correcting
- Avoid penalizing for spelling and/or penmanship
- Marked assignments – remarks or comments should be accessible; use tactile or scented stickers in place of a stamp or check mark
- Allow written responses to be printed in size and spacing that is comfortable or the student, as long as it is legible and neat
- Adapt worksheets and packets
- Allow student to record or type assignments
- Avoid penalizing for spelling errors, sloppiness and penmanship
- Do not allow classmate review of papers/projects, to avoid embarrassment
- Give directions in small, discrete steps
- Lower difficulty level
- Read or tape record directions
- Reduce paper and pencil tasks/busywork

- Use written back-up for oral directions
- Adjust length of classroom assignments

- Marked assignments – remarks or comments should be accessible
- Provide long-term assignment timelines
- Provide outline to be completed as assignment framework

### Behaviour, Motivation & Reinforcement

- Establish routines
- Transitions
- Visual schedules

- Calendar
- Class contract
- Class rewards
- Classroom expectations
- Front loading
- Consistency
- Timer/Counter Down
- Peer role models
- Classroom management support
- Token economy system
- Alternating preferred with non-preferred activities
- Regular, frequent feedback on progress
- Schedules, charts and tally sheets need to be simple and non-cluttered (visual) and/or tactile
- Give concrete reinforcement
- Give positive reinforcement
- Offer choices
- Plan motivating sequences of activities
- Reinforce initiation/self-starting
- Use strengths/interests to reinforce
- Use varied reinforcement systems
- Avoid peer editing correcting
- Avoid penalizing for spelling and/or penmanship
- Encourage self-advocacy
- Opportunity for rehearsal
- Partial participation
- Post daily assignments with due dates
- Provide close monitoring/feedback
- Provide direct feedback

- Provide explanations of nonverbal/gestural communication (e.g. Interpret why everyone is laughing) Explain nuances of facial communication and body position during communication
- Provide rewards for positive behavior
- Regular, frequent feedback on progress
- Use behavioural rehearsal, role-playing and modeling
- Utilize fast tracking/early completion
- Vary activity levels

### Environment

- Encourage meta-cognitive strategies
- Use self-monitoring procedures in class
- Use daily schedules
- Have open dialogue about disability
- Teach test taking strategies

- Provide accessible visual schedules
- Allow time for student to listen to favourite music (i.e. Classical)
- Desensitize a student to an area by slowly integrating him or her on numerous visits
- Minimize verbal directions
- Use more visuals with pictures or word
- Allow for preferential seating
- Allow for use of study space
- Alter physical room arrangement
- Define area concretely
- Modify equipment
- Plan seating: classroom, bus, cafeteria, auditorium, specials
- Provide assistance in maintaining uncluttered space
- Provide quiet corner or room
- Provide space for movements or breaks
- Reduce or minimize distractions: visual, auditory, spatial, movement
- Teach positive rules for use of space
- Allow frequent breaks throughout the day
- Create heavy work activities (i.e. take down chairs in computer lab, take garbage out at lunch, take a pile of books to library)
- Have student sit on wiggle cushion or ball
- Slow down our own movements
- Use sticker of stamps to identify left/right
- Alternate seating arrangements to reduce distraction
- Define areas concretely
- Limited number of items in or around desk

- Provide structured routine
- Seat by appropriate peer models
- Seat for staff proximity
- Allow chewing on crunchy, chewy items (i.e. bubble gum in freezer, licorice sticks, pretzels, carrots)
- Designate an area in the room to stomp feet or pace
- Engage student in up and down movements (i.e. jumping rope, bouncing a ball, trampoline to wake up student
- Use stress balls, Thera putty and fidget toys

### Instructional

- Duplicate classroom notes
- Duplicate written instructions
- Emphasize visual presentation to complement written instructions
- Pre-teach important vocabulary
- Provide a reader to read instructions
- Provide assignments in alternate form

- Provide close monitoring/feedback
- Provide cross-age/peer assistance
- Provide learning materials at student's level of comprehension
- Provide organizers for note-taking or highlight important information in text
- Provide outline to be completed as assignment framework
- Review precious essential works
- Model-prompt-practice
- Opportunity for rehearsal
- Provide model of finished product
- Provide tapes of instruction for review
- Tape lecture or allow student to tape
- Reduce language or reading level
- Use alternative text
- Peer reading
- Teacher reads to group
- Have class note taker
- Use graphic organizers
- Actively monitor seat work
- Computer assisted instruction
- Provide reader support to read texts

- Use difference resources/learning materials
- Use manipulatives
- Use direct instruction strategies
- Use of visual cues/cards to aid memory
- Avoid asking to read out loud
- Co-operative buddy
- Vary activity levels

- Provide high contrast markers on whiteboard (avoid colours); use whiteboard instead of chalkboard
- Verbalize written content as notes are presented on the board or using media devises e.g. Smartboard, projector

### *Organizational*

- Pair the student with a "buddy" to check on homework, notes being copied correctly, etc.
- Allow the use another student's notes – photocopy, carbon copy etc.
- Give all homework assignments in written form.
- Check homework planner
- Allow student access to a quiet workspace – in class or separate setting

- Preferential seating in class
- Provide agenda book
- Use agenda as communication tool with home
- Use daily schedules
- Use self-monitoring procedures in class

### *Self-Management*

- Allow daily check-in with case manager, mentor or special education teacher
- Check often for understanding/review/comprehension
- Design/use long term assignment timelines
- Follow routines or schedules
- Have student repeat directions
- Prepare visual daily schedule
- Provide/use agenda book

- Provide checklists
- Request parent reinforcement
- Review and practice in real situations
- Teach skill in several settings/environments
- Teach study skills
- Teach time, paper and project management skills
- Teach use of calendars
- Use study sheets to organize material
- Independent study or self-directed learning
- Teach anger management and self-control strategies
- Teacher student to use outlining or planning software to assist with organizing
- Teach student to use personal data managers, handheld calendars or planners
- Use cueing system to reduce negative behavior
- Use daily schedules
- Use self-monitoring procedures in class

### *Technology*

- Allow headphones/earplugs to improve time on task
- Allow student to use the accessibility options that are commonly found in word processor programs
- Each student to use word prediction with word abbreviations
- Provide access to print materials through ARC-BC, on CD-ROM, the web/Internet
- Provide computer software writing aids
- Provide talking calculators or on-screen calculator programs

- ○ Provide video of lesson/tutorials
- ○ Allow outlining/planning software to assist with organizing
- ○ Allow personal data managers, handheld calendars or planners
- ○ Use a OCR scanner to enter text into word processor
- ○ Use a spreadsheet program to assist with calculations
- ○ Use e-books
- ○ Use calculator
- ○ Use headphones to reduce distraction
- ○ Allow the use of recording devices to provide instructions on task
- ○ Allow the use of recording devices to record assignment material and responses
- ○ Use spell-checking programs
- ○ Use technology to reduce mobility/motor challenges
- ○ Use text to speech, speech synthesizer
- ○ Student use word prediction software
- ○ Use word processor to assist with writing

- ○ Highlight text
- ○ NCT paper for note taker
- ○ Type teacher materials
- ○ Allow the use of mobile devices for accessibility options and Instructional Apps