

Supplementary Aids and Services Available in Focus

| Code Translation | Catname | | | |
|--|--|--|--|--|
| Provide extra time to answer questions and formulate responses | Classroom Instructional Considerations | | | |
| Allow extra credit projects to bring up grades | Classroom Instructional Considerations | | | |
| Allow extra time in-class or outside class for work completion | Classroom Instructional Considerations | | | |
| Allow more time for completion of written assignments | Classroom Instructional Considerations | | | |
| Present information through a multi-sensory approach | Classroom Instructional Considerations | | | |
| Provide frequent feedback | Classroom Instructional Considerations | | | |
| Reduce length and/or complexity of written assignments | Classroom Instructional Considerations | | | |
| The student would be given the selection in advance to prepare for reading in class | Classroom Instructional Considerations | | | |
| Allow student to take short breaks from assignments | Environment | | | |
| Allow student to work in a pair or small group to complete assignments | Environment | | | |
| Allow the student to use the "cooling off" area | Environment | | | |
| Allow time to adjust to changes in light | Environment | | | |
| Alternative work area | Environment | | | |
| Alter physical room arrangement | Environment | | | |
| Benefits from the level of light that maximize student learning | Environment | | | |
| Control window glare | Environment | | | |
| Define physical limits/areas concretely | Environment | | | |
| Desk lamp | Environment | | | |
| Extended passing time | Environment | | | |
| Frequent breaks | Environment | | | |
| Provide seating arrangement that matches student's needs | Environment | | | |
| Reduce/Minimize distractions | Environment | | | |
| Requires larger work space | Environment | | | |
| Use "cooling off" area | Environment | | | |
| Use of a FM System | Environment | | | |
| Uses sunglasses for glare reduction | Environment | | | |
| Allow homework papers to be type by the student | Homework Assignment Strategies | | | |
| Allow homework to be dictated and recorded by someone else | Homework Assignment Strategies | | | |
| Communicate homework expectations to family | Homework Assignment Strategies | | | |
| Make arrangements for assignments to reach home with clear, concise directions and timelines (home | Homework Assignment Strategies | | | |
| Reduce length of homework assignments | Homework Assignment Strategies | | | |
| Reduce the number of homework assignments | Homework Assignment Strategies | | | |
| A copy of text books will be provided for use at home | Materials | | | |
| Adapt maps as needed | Materials | | | |
| Adjusts or limits material on page | Materials | | | |
| Allow copying from paper/book | Materials | | | |

Supplementary Aids and Services Available in Focus

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| Braille writing equipment | Materials | | | |
| Extended time on assignments | Materials | | | |
| Interpretation dictionary | Materials | | | |
| Modify assignments | Materials | | | |
| Needs materials at regular/large print combination | Materials | | | |
| Omit test items with pictures | Materials | | | |
| Planner and/or folder for individual classes | Materials | | | |
| Supplement with auditory text | Materials | | | |
| Use adaptive equipment | Materials | | | |
| Use darker pencil or 20/20 pen | Materials | | | |
| Use of adapted or simplified text | Materials | | | |
| Use of adaptive measuring tools | Materials | | | |
| Use of Braille materials | Materials | | | |
| Use of large print materials | Materials | | | |
| Use of print at _____ pt | Materials | | | |
| Use of reading stand | Materials | | | |
| Use of regular print with sufficient clarity | Materials | | | |
| Allow recorded/dictated/typed answers to assignments | Presentation of Subject Matter | | | |
| Allow taping of lectures/discussions | Presentation of Subject Matter | | | |
| Books on tape | Presentation of Subject Matter | | | |
| Break assignment into a series of smaller assignments | Presentation of Subject Matter | | | |
| Digital recorder for assignments | Presentation of Subject Matter | | | |
| Extend time for board/overhead work | Presentation of Subject Matter | | | |
| Have peer read/make copies of notes/work | Presentation of Subject Matter | | | |
| Highlight critical information | Presentation of Subject Matter | | | |
| Highlight directions | Presentation of Subject Matter | | | |
| Paraphrase/simplify directions | Presentation of Subject Matter | | | |
| Present demonstrations (model) | Presentation of Subject Matter | | | |
| Provide copy of board work/overheads | Presentation of Subject Matter | | | |
| Provide cues to student to complete task | Presentation of Subject Matter | | | |
| Provide cues to student to initiate task | Presentation of Subject Matter | | | |
| Provide cues to student to stay on task | Presentation of Subject Matter | | | |
| Provide extra hands-on clues | Presentation of Subject Matter | | | |
| Provide written directions | Presentation of Subject Matter | | | |
| Read assignments to student | Presentation of Subject Matter | | | |
| Read directions to the student | Presentation of Subject Matter | | | |
| Read test and assignment content and questions to student | Presentation of Subject Matter | | | |

Supplementary Aids and Services Available in Focus

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| Read tests content and questions to student | Presentation of Subject Matter | |
| Sign language interpreter | Presentation of Subject Matter | |
| Special Consideration for spelling and grammar on written assignments | Presentation of Subject Matter | |
| Specify location of information on board | Presentation of Subject Matter | |
| Specify student's name when talking | Presentation of Subject Matter | |
| Student restates directions for clarification | Presentation of Subject Matter | |
| Use individual/small group instruction | Presentation of Subject Matter | |
| Use low vision device for distance viewing | Presentation of Subject Matter | |
| Use of augmentative communication devices | Presentation of Subject Matter | |
| Use of calculator | Presentation of Subject Matter | |
| Use of computer or word processing equipment | Presentation of Subject Matter | |
| Use of lined or grid paper for recording answers | Presentation of Subject Matter | |
| Use of magnification devices | Presentation of Subject Matter | |
| Use of reading guides (such as acetate colored shield, highlighters, highlighter tape, and page flags) | Presentation of Subject Matter | |
| Use samples of finished products as models | Presentation of Subject Matter | |
| Utilize manipulative/tactile models | Presentation of Subject Matter | |
| Vary seating according to activity | Presentation of Subject Matter | |
| Verbalize what is written on board/overhead | Presentation of Subject Matter | |
| Verbally describe activities | Presentation of Subject Matter | |
| Academic Support | Services/Interventions | |
| Assistive Tech Consultation | Services/Interventions | |
| Behavioral Intervention Plan | Services/Interventions | |
| Behavioral Support | Services/Interventions | |
| Circle of friends | Services/Interventions | |
| Communication/language support services | Services/Interventions | |
| Consultation of Health Services | Services/Interventions | |
| Consultation of Occupational Therapy Services | Services/Interventions | |
| Consultation of Physical Therapy Services | Services/Interventions | |
| Consultation of School Social Work Services | Services/Interventions | |
| Consultation of Speech and Language Services | Services/Interventions | |
| Consultation of Teacher Consultant Services | Services/Interventions | |
| Functional Behavioral Assessment | Services/Interventions | |
| Health/Medical support/assistance | Services/Interventions | |
| Individualized Instructional Aide (this is attached to the form) | Services/Interventions | |
| Peer tutoring | Services/Interventions | |
| Personal Care | Services/Interventions | |
| Physical Support/Assistance | Services/Interventions | |

Supplementary Aids and Services Available in Focus

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| Use of math intervention program | Services/Interventions | | |
| Use of reading intervention program | Services/Interventions | | |
| Use of social skills development program | Services/Interventions | | |
| Use of written intervention program | Services/Interventions | | |
| Weekly progress reports | Services/Interventions | | |
| Adjust time for test completion | Testing Adaptations | | |
| Allow open book/notes exams | Testing Adaptations | | |
| Allow recorded/dictated/typed answers to tests | Testing Adaptations | | |
| Allow students to retake tests and give credit for improvements | Testing Adaptations | | |
| Allow student to answer test questions orally (in person or on tape) | Testing Adaptations | | |
| Allow student to dictate answers to a scribe for tests | Testing Adaptations | | |
| Allow student to provide answers to the test in booklet and staff to transfer to bubble sheet. | Testing Adaptations | | |
| Alternative test area | Testing Adaptations | | |
| Check often for understanding | Testing Adaptations | | |
| Debrief the student following a behavioral incident | Testing Adaptations | | |
| Extended time on tests | Testing Adaptations | | |
| Have student repeat/explain directions | Testing Adaptations | | |
| Modify tests | Testing Adaptations | | |
| Need feedback/reminders regarding grooming | Testing Adaptations | | |
| Needs reminders about body/head position when writing | Testing Adaptations | | |
| Provide study guides with key concepts and vocabulary in advance of test/quizzes | Testing Adaptations | | |
| Read test to student | Testing Adaptations | | |
| Take test in alternative setting | Testing Adaptations | | |
| Use prompts/cues to remind the student to initiate the task | Testing Adaptations | | |
| Use prompts/cues to remind the student to stay on task | Testing Adaptations | | |
| Use prompts/cues to remind the student to use proper articulation skills | Testing Adaptations | | |
| Use visual daily schedule | Testing Adaptations | | |
| Word Processor with spell check and grammar check disabled | Testing Adaptations | | |