

SPECIALLY DESIGNED INSTRUCTIONS FOR EDUCATORS: IEP
MODIFICATION/ADAPTATIONS/SUPPORT CHECKLIST

FOR _____

DATE _____

GRADE _____

Communicating to the Student

- Be concrete and specific _____
- Avoid using vague terms like later, maybe, "why did you do that?" _____
- Slow down the pace _____
- If necessary for understanding, break tasks down into smaller steps _____
- Use gestures, modeling, and demonstrations with verbalization _____
- Provide accurate, prior information about change _____
- Provide accurate, prior information about expectations _____
- Specifically engage attention visually, verbally, or physically _____
- Avoid idioms, double meanings, and sarcasm _____

Encouraging Communication with the Student

- Pause, listen, and wait _____
- Watch and listen to attempts to respond _____
- Respond positively to attempts _____
- Model correct format without correction _____
- Encourage input and choice when possible _____

Social Supports

- Protect the child from bullying and teasing _____
- Praise classmates when they treat _____ with compassion _____
- Create cooperative learning situations where _____ can share his/her proficiencies _____
- Establish a "buddy system" in each class _____
- Build in time to watch, encourage watching and physical proximity _____
- Practice on specific skills through natural activities with one peer _____
- Practice on specific skills through natural activities with a few peers _____
- Structured activities with set interaction patterns and roles _____
- Focus on social process rather than end product _____
- Specific teaching, rehearsal, practicing, and modeling in natural settings of the following skills:
turn-taking _____ complimenting _____ negotiating _____ responding _____ inviting _____ waiting _____
greeting _____ repairing breakdowns _____ joining others _____ accepting answers of others _____
accepting success of others _____ taking the lead _____ following ideas of others _____
joking and teasing _____

Shared interests using interests and strengths____
Teacher or school personnel advocate who will problem-solve and facilitate____
Individualize social stories giving specific situations emphasizing descriptions and perspectives____
Concentrate on changing unacceptable behaviors and ignore those that are simply "odd"____

Environment and Routine

Provide a predictable and safe environment____
Minimize transitions____
Offer consistent daily routine____
Avoid surprises, prepare____thoroughly and in advance for special activities, altered schedules, or other changes, regardless of how minimal____
Talk____through stressful situations or remove him/her from the stressful situation____
Provide personal space in resource or other room for relaxation____
Reduce distractions and sensory overloads____ noise____ vision____ smell____
Allow modifications as needed to deal with sensitivity to touch issues, such as immersing hand in gooey liquid____

Presentation of Material

Presented visually____
written____ demonstration____ pictured and written____ pictured____ objects____
calendars/maps/charts/diagrams____ computers____ video____
Use established routines____
Consistent use of expectations____
Peer tutoring____
Divide instruction into small, sequential steps____
Provide repeated opportunities to practice____
Provide needed prompts and cues____

Assessment and Assignments

Modify difficulty____
Shorten____
Alter activity____
Highlight text____
Provide choice of activity____
Learn format ahead of time through rehearsal____
Modify questions format____
Allow extra time____
Apply learning to real situations____
Provide visual cues as a way of teaching how to summarize/write____

Self Management/Behavior

Teach use of timer or other visual cues____
Individualized contract____
Provide reinforcement that is individualized____ immediate____ concrete____ other____
Incorporate strengths and interests into daily plan____
Encourage choices and decision making where appropriate____
Analyze the purpose of behavior from student perspective____

Translate purpose into skills to be taught____
Avoid pressure to "be good" or other abstract expectations____
Avoid punitive measures that lower self esteem, increase anxiety, and are not understood:____

taking away set routines, free time, exercise____sending home____lecturing or yelling at____

Avoid disciplinary actions for behaviors that are part of the disorder, i.e.:____

avoidance of eye contact____
talking to self____
slow response time____
lack of "respect" for others____
repeating words or phrases____
upset in crowds or with noise____
anxious____
perseverating on topic of interest____
upset by change____

Homework

Individualized____
Shortened____
No more than one hour per evening____
More time____
More help____

Staying on Task

Break assignments down into small units____
Provide frequent teacher feedback and redirection____
Provide time in resource or special education room for completion of homework and classwork____
Sit____next to buddy so buddy can remind____to return to task or listen to lesson____
If necessary, lessen homework expectations____