

Student Name: _____ DOB: _____ Date of Meeting: _____

**SUPPLEMENTARY AIDS AND SERVICES
Accommodations and Modifications**

Check any that apply for this student.

GRADES DETERMINED BY	ADAPTATION OF MATERIALS
Special Education Teacher	Peer to read materials
Regular and Special Education Teacher	Tape recording of required readings
	Highlighted materials for emphasis
SUPPLEMENTARY AIDS & SERVICES	Altered format of assignments/tests
Shortened Assignments	Study aids/manipulatives
Teacher lecture notes	English Language Development materials
Note taker/note taking paper	Large print/Braille
Buddy/Peer tutoring	Colored transparency/paper
Assignment notebook	Other (describe):
BEHAVIORAL SUPPORT	MODIFICATIONS OF INSTRUCTION
Clearly defined limits	Short instructions (1 or 2 steps)
Cues/Prompts	Opportunity to repeat or write instructions
Reminders of rules	Visual aids (pictures, flash cards, etc.)
Supervision during unstructured times (recess, lunch)	Auditory aids (cues, tapes, etc.)
Frequent breaks	Multisensory instructions
Implementation of behavior contract/plan	Extra time for oral response/written response
Seating near the Teacher	Shortened assignments/homework
Opportunity to help Teacher/another student	Exams of reduced length
Positive reinforcement	Oral exams
Home/School communication system	Open book exams
Other Choices	Tests to be given/translated by:
Other (describe):	Preview of test questions
	Study carrel for independent work
	Immediate feedback
	Sheltered English
	Check for understanding/immediate feedback
	Minimize auditory/visual distractions
	Encourage classroom participation
	Other (describe):

PLAN TO TRANSITION TO REGULAR CLASS/LESS RESTRICTIVE SPECIAL EDUCATION ENVIRONMENT

Conference with regular education teacher/other personnel	Schedule of special education support
Conference with parent	Length of time:
Training for regular education teacher/and or other staff	Type of support:
Topic:	Person(s) responsible:
Provided by:	Provide regular education assignment to student while still in special education class
Special conference to allow parents and all service to talk about the special needs of student	Special education teacher and/or student visit the regular education class
Discussion with students in the regular class	Regular education class routine reviewed with student
Topic:	Assignment of peer mentor from regular education class
Conducted by:	Gradual transition into regular class
Behavior plan for use in regular class (attached)	

Braille: Student's Braille needs will be met in the following manner: _____

Additional Comments/Activities: _____

Teachers to receive copies of this document: 1 _____ 2 _____ 3 _____ 4 _____