

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 \_\_\_\_\_