



## Examples of Pathway 2 Supports

When completing the Record of Supports (Pathway 2), consider what accommodations / adaptations are required. The following offer a **few** suggestions in each of the areas. **This list is not all inclusive.** Additional suggestions can be found in *Programming for Individual Needs: Pre-Referral Intervention* and *Pathways to Programming and Graduation*.

### 1. **Instruction**

- provide for a variety of ways to complete a task or to present information, (e.g., taped answers, demonstration, dramatization, role play, learning logs, extended time frame, providing more response time.)
- allow student to work with a partner or small group to complete assignments
- present information through a multi-sensory approach (e.g., visual, auditory, concrete/hands-on materials.)
- use samples of finished products as models
- provide clear, visually uncluttered handouts and worksheets
- provide several options for student to demonstrate knowledge (e.g., oral, written, diagrams, artwork.)
- allow extra time in class or outside of class for work completion
- provide small group instruction
- provide advance organizers
- other

### 2. **Environment**

- allow for the use of space other than the classroom when needed (e.g., quiet, supervised location)
- create spaces in the classroom where students can work independently or in groups
- create more desk space for the student needing large work area
- allow student to take short breaks from assignments
- student is sensitive to lights, allow hat with visor or reduce lighting in classroom
- use a study carrel
- other

### 3. **Learning Resources**

- use communication books, boards, cards and computer devices
- use student personal schedule devices and materials
- use calculators, computers, software and tape recorders
- use lower level reading material to deal with similar topics covered in the authorized texts
- provide outlines and study guides to accompany chapters/units
- use of a scribe
- use textbooks in alternate format (on tape, Braille, large print)
- other

### 4. **Evaluation**

- use a variety of evaluation strategies (e.g., portfolios, interviews, demonstrations, dramatic presentations, daily notebooks and journals)
- allow the student to give answers using typing or word processing
- decrease the length of tests and assignments
- extend the time frame
- administer un-timed tests outside the classroom
- reduce the number of items or simplify the terminology
- provide a menu of options for student to demonstrate knowledge in addition to tests (e.g., projects, extra assignments.)
- provide examples
- provide oral exams
- other

### 5. **Organization**

- reduce length and/or complexity of written assignments
- allow more time for completion
- allow student to have a photocopy of a peer's class notes
- allow student to dictate answers

- use of task cards for directions
- other

6. **Motivation**

- use contracts with students for work to be completed or desired behaviours to be targeted
- provide choices
- establish friendship circles or buddy systems for those who need extra social, physical or academic support
- use mentors from the school or from the community
- other

**Consent Form  
Accommodations/Adaptations  
K-Level III**

**Consent**

We the undersigned, have been involved in the Individual Support Services Planning Process. We have reviewed this educational component. We have been informed of the accommodations/adaptations required to remain on prescribed curriculum. We agree to this educational component at this time.

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Parent Signature

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Date

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Parent Signature

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Date

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Student Signature

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Date

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Classroom Teacher Signature

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Date

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Special Education Teacher Signature

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Date

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Principal Signature

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Date

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Signature

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Date

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Signature

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Date