Pathway 2
Record of Supports

Use this form for students:
• who have an ISSP
• with or without identified exceptionalities
• requiring long-term, on-going, student-specific interventions or supports
• requiring accommodations/adaptations in order to experience success in meeting prescribed curriculum outcomes
• for whom prescribed curriculum outcomes have not been changed

Note: For students who require only Pathway 2 support this is the educational component. Some students may require Pathway 2 supports to successfully complete programming in Pathway 3 or 4

Student: ____________________________  Grade: _______  Date: __________________

Goal(s) from ISSP:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

<table>
<thead>
<tr>
<th>Program Area*</th>
<th>Supports/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Example: mathematics, science, personal care, social skills, etc.
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.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Parent Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Student Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Principal Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>