

# Focusing on Supplementary Aids and Supports

Tips for Developing a Quality and Compliant IEP

Macomb Intermediate School District

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## Focusing on Supplementary Aids and Supports Tips for Developing a Quality and Compliant IEP

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## Focusing on Supplementary Aids and Supports

### Tips for Developing a Quality and Compliant IEP

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The Individuals with Disabilities Education Act (IDEA) requires that the Individual Educational Plan (IEP) developed by the team has clearly addressed the student's needs and in doing so, consider which, if any, special education related services, supports and supplementary aids would be appropriate.

There are three educational settings that supplementary aids, supports and services may be provided:

- general education
- special education
- non-academic and extracurricular

Most IEP teams develop IEPs that include supplemental aids and supports. In Macomb, we have found that approximately 70 to 80% of the IEPs written describe some form of support other than a specific program and/or related service. These supports or aids are frequently referred to as an **accommodation** for the student; such as extended time on assignments or tests. The IEP team must determine which, if any, supplemental aids, supports, services, or programs would be required for a student. If the IEP team identified a need in the **Present Level of Academic Achievement and Functional Performance (PLAAFP)**, the team will determine how the need will be addressed using the IEP report as the method to describe the accommodation, support, service or program. Sometimes, the IEP team will develop a measurable goal to target throughout the school year. There are a variety of other ways the IEP team may address identified student needs.

### IDEA §300.320(a)(4)

The section of the law that specifically addresses accommodations is found in §300.320(a)(4) of the IDEA regulations.

(4) *A statement of* the special education and related services and *supplementary aids and services*, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

(i) To advance appropriately toward attaining the annual goals;

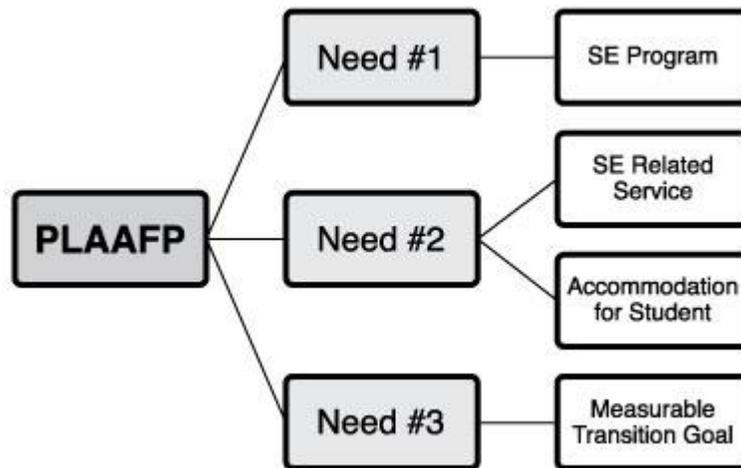
(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section...

[§300.320(a)(4)]

The graphic below illustrates how the IEP team may identify multiple needs, and then determine whether a program, a service, or an accommodation would be appropriate to address those needs. Special education and related services are based on the identified needs of the student and not necessarily on the disability category in which the student is classified. Clearly, each disability category has certain characteristics that may lead the team to anticipate certain curricular decisions, behavioral interventions, and/or specific supports, programs, or services. There are numerous ways instructional accommodations and curriculum modifications are put into practice for different purposes and outcomes at various levels, such as individual, classroom and school-wide.

**Chart 1. Possible solutions to address needs identified in PLAAFP for 16-year-old student**



## Is an Accommodation also a Modification of the Curriculum?

The IEP team may recommend that the student receive a modified curriculum. Margaret King-Sears (2001) states that curriculum modifications involve changes to a range of educational components in a curriculum, such as content knowledge, the method of instruction, and student's learning outcomes, through the alteration of instructional materials and programs. She identified four types of curriculum modifications:

- (a) accommodation,
- (b) adaptation,
- (c) parallel curriculum outcomes, and
- (d) overlapping curricula on a continuum.

This categorization provides a useful way to illustrate the relationship between a modified curriculum and general curriculum in terms of the educational input; which includes content knowledge and conceptual

difficulty, educational output including educational goals, and methods of instruction. Using this model, King-Sears (2001) highlights the extent to which the modified curriculum differs from the general curriculum as educational practice moves from accommodation to overlapping curricula. For instance, in accommodation, the only educational components which may differ from general curriculum are instructional method and educational goals; whereas, in overlapping curricula, all components -- input, output, and instructional methods that students receive can be totally different from those designed in the general curriculum.

## Accommodation

The term accommodation is used to mean a modification to the delivery of instruction or method of student performance and does not change the content or conceptual difficulty of the curriculum.



Typical examples of accommodations are: (1) different types of teaching devices and techniques such as the use of audio or other formats as an alternative to print, (2) graphic organizers, (3) pictorial representations, (4) changing the amount of input, (5) adjusting the time-frame for learning, and (6) modified levels of support for individual students' needs.

Table 1 provides the conceptual understanding of curriculum or instructional accommodations and modifications. Table 2 provides common examples of instructional accommodations and modifications.

**Table 1. Curriculum Components**

	<b>Instructional Accommodation</b>	<b>Instructional Modification</b>
Explanation of Instructional Accommodations as compared with Modifications	Accommodations <u>DO NOT change</u> what the student is expected to master. The objectives of the course/activity remain intact.	Modifications <u>DO change</u> what the student is expected to master. Course/activity objectives are modified to meet the needs of the learner

**Table 2. Examples of Instructional Accommodations and Modifications**

Instructional Accommodations	Instructional Modifications
<ul style="list-style-type: none"> <li>• One-on-one or small group instruction</li> <li>• Extended time on assignments and/or assessments</li> <li>• Braille or large print materials</li> <li>• Shortened assignments and/or assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction that focuses on selected grade-level content expectation or common core standards</li> <li>• Changes in scoring rubrics</li> <li>• Reducing the complexity of the activity significantly (example; only one step to solve a problem as opposed to multiple steps)</li> </ul>

## How are Accommodations Defined in an IEP?

Not all curriculum or instructional accommodations or modifications need to be listed, defined or even included in the Individual Education Plan (IEP) for a student with a disability. As the nation adopts Universal Design for Learning (UDL) principles in the development of curricula and textbooks, classrooms and schools will move away from one-size-fits-all to a more effective educational model. Teachers may employ more flexible instructional models decreasing the need for writing and re-writing accommodation or support plans. Currently, special education programs, such as the Center Program classrooms in the Macomb Intermediate School District, routinely provide graphic organizers for learning, visual schedules for all students enrolled, and numerous other supports that are not listed in the IEP because these supports are part of the “fabric” of instructional practices. Nevertheless, if a student needs a specific support that is not routinely available to all students, it would be important and necessary to highlight this need in the PLAAFP section of the IEP and identify a means to address the need somewhere in the IEP.

## IDEA Defines

### **§ 300.42 Supplementary aids and services.**

*Supplementary aids and services* means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extra-curricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§ 300.114 through 300.116.

## IDEA Clarifies

Section 300.101(c) was revised to clarify that a free appropriate public education (FAPE) must be available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course, and is advancing from grade to grade.

Section 300.107(a), regarding nonacademic services, has been revised to specify the steps each public agency must take, including the provision of supplementary aids and services determined appropriate and necessary by the child’s IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

It is also best practice to describe and discuss routinely utilized or delivered supports, accommodations and/or modifications during the IEP team meeting as part of the classroom program, and it may not be necessary to list the accommodations provided to all students. As an alternative, some teachers will send home an introductory letter at the beginning of the school year or course to explain class expectations, methods to communicate with the teacher, and times the teacher may be available. This introductory letter may be an excellent vehicle to explain that all the students will receive extra time on tests and assignments, notes, test preparation, personal schedules and other accommodations.

## What are Supplementary Aids and Supports?

The list of supplementary aids and supports is not exhaustive and represents some of the more common methods to provide additional support to a teacher, student or classroom. There are different ways that districts could provide support and may or may not require an IEP to place these supports into action. For example, districts may offer to provide additional support by giving the teacher or paraprofessional training and instructional materials that could benefit the student or entire classroom of students and would not be necessarily provided for just one student in the class, but all students in the classroom.

1. **Supports to address environmental needs** (e.g., preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement);
2. **Levels of staff support needed** (e.g., consultation, drop-in support for assistance on a specific test or assignment per IEP, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant);
3. **Planning time** for collaboration needed by staff;
4. **Student's specialized equipment needs** (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment);
5. **Pacing of instruction needed** (e.g., breaks, more time, home set of materials);
6. **Presentation of subject matter needed** (e.g., taped lectures, sign language, primary language, paired reading and writing);
7. **Materials needed** (e.g., scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology);
8. **Assignment modification needed** (e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment);
9. **Self-management and/or follow-through needed** (e.g., calendars, daily planners, visual schedules, and/or teach study skills);
10. **Testing adaptations needed** (e.g., read test to student, modify format, extend time);
11. **Social interaction support needed** (e.g., provide peer-to-peer support, use cooperative learning groups, teach social skills);
12. **Training** needed for personnel; and
13. **Positive Behavioral Support Plan.**

## How are Decisions Made to Include an Accommodation or Support?

The IEP team may begin to review potential accommodations at the IEP meeting or during other team meetings and discuss what has worked in the past or what accommodations may be effective in the future. The IEP team should carefully reflect on the student's needs defined in the PLAAFP and ask questions such as those listed below:

- What is the difficulty that the student experiences?
- Is there a need for an accommodation to help solve the problem?
- What data are needed? How are the data collected?
- If there is an identified need, what accommodation would be effective?
- When the accommodation is used or tried, does it make a difference? In what settings?  
Under what conditions and to what degree?
- How does the new information collected get integrated into the IEP team process?

Frequently, the IEP team will brainstorm ideas about supports and accommodations that might work based upon staff, student or parental experience. Oftentimes, the team has also collected data that lends itself to the process of determining the efficacy of any accommodation. While this is not a science, decisions are made based upon knowledge of the student, input from staff and parents, and student-level feedback. Once the decision is made to include a support or accommodation, the team will need to describe what systems should be in place to monitor implementation and evaluate the effectiveness of the accommodation. The IEP team further defines the following essential information to inform staff, student and parents when an accommodation is "triggered" - under what conditions is the accommodation required.

The IEP form or document requires the team to explicitly describe the following:

1. Explicit description of the accommodation;
2. Frequency, conditions or circumstances when the accommodation should be implemented;
3. Location or setting of implementation; and
4. Start and end dates (if different from the IEP dates).

What is not listed on the IEP is a way to measure effectiveness or impact of using the specific accommodation. Depending upon the type of accommodation or support, the IEP team will need to devise an effective way of determining when it was implemented and how effective the intervention may have been to address the original need identified. There are several different methods of collecting data on usefulness or effectiveness. The staff need to establish a link between the accommodation and the intended or expected outcome. Depending upon the age of the student, he or she could be very helpful in the data collection and verification process. According to the statistics provided to Congress in 2006 by the United

States Department of Education, approximately 62% of those students with an accommodation in their IEPs list extra time to take tests or complete assignments and 35% have tests read to them. In these situations, the student can be drawn into the data harvesting process by having them record in a log, which then could be easily verified by the teacher that the student accepted and used the accommodation for a specific event. The log could also include a three-point scale indicating how effective the intervention may have been using (1) little or no help; (2) helpful, and (3) very helpful. The three-point rating could use other terms along a continuum such as not effective, effective, and very effective depending upon the understanding of the student and the type of accommodation being tracked. For younger students or situations where teachers or staff need to complete the logs, simple data tracking forms will need to be constructed.

## Which Methods Document Compliance and Evaluate Effectiveness?

The district should develop policies and practices to assess whether they are fully implementing IEPs, and whether the interventions or accommodations are working, and to which degree. Sometimes these decisions are embedded within the IEP process in the section of measurable annual goals and objectives.

When evaluating the effectiveness of an accommodation, most often the IEP team-identified accommodations may have only indirect links to a measurable goal. The measurable goal focuses upon reading fluency, but the accommodation in the general education classroom is to allow the student to opt

*Depending upon the type of accommodation or support, the IEP team will need to devise an effective way of determining when it was implemented and how effective the intervention may have been to address the original need identified.*

out reading aloud in class to avoid embarrassment. The option to avoid reading aloud in the general education classroom may have limited bearing on improved reading fluency based upon teacher observation or a specific assessment. Nevertheless, it is important to the student to avoid embarrassment and the negative feelings generated.

Each setting presents with challenges and advantages. For example, in a self-contained special education classroom, the teacher probably accommodates all the students in a variety of ways including extra time on tests, providing study guides, using notes for tests, and allowing calculators on math tests. If all the students in the program receive these accommodations, it may not be necessary to highlight them again



by listing any of these accommodations in the IEP. However, if these same accommodations are employed in the general education classroom for a student with a disability, it may be necessary to highlight these accommodations in the IEP and track the utilization in the general education setting.

Hart and Brehm (2013) provide a model for training elementary students to self-advocate for IEP accommodations. The model was specifically designed for students who possess the requisite basic language skills and who are most likely to be included in elementary general education classes. Using a ten-step process to teach students self-advocacy for IEP accommodations, Hart and Brehm

(2013) suggest that as students develop self-advocacy skills these same students become more assertive by assuming a more proactive and meaningful role in their education. Hart and Brehm (2013) view **the process of asking for an accommodation as a skill that needs to be prompted, cued and reinforced.**

*Sample Classroom Accommodation Checklist - Modified from Hart and Brehm (2013)*

The purpose of this format is to include the student in the data collection process in a proactive manner to help the student to ask for accommodations when necessary and understand their importance.

Student Name:		Class:			
<b>My accommodations:</b> <ol style="list-style-type: none"> <li>1. Preferential or specially assigned seating.</li> <li>2. Extra time on tests.</li> <li>3. Extra time on assignments.</li> <li>4. Use of a study guide for test preparation.</li> </ol>					
<b>Did I receive my accommodations this week?</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
I received my accommodations in class today when I needed them.					
I did not receive my accommodations in class today until after I approached the teacher and requested them.					
I did not receive my accommodations in class today, even though I needed them. However, I did not request them either. I will discuss this with my special education teacher.					

This accommodation checklist does not provide enough specific information about the efficacy of the intervention. To determine whether or not an accommodation is effective can be determined by improved grades on a particular assignment, student satisfaction ratings, teacher observation ratings of effectiveness, and parental feedback.

**How to Log for Compliance versus Progress Monitoring?**

Compliance logs would simply need to show that the district, school or staff did in fact provide the supplementary aid, support, or service. Typically, the date and place the accommodation or intervention was delivered or performed would be sufficient to assess compliance. In order to evaluate the effectiveness of a specific support, the team would need to devise a measure or assessment method that would evaluate quality, student response and acceptance, any mediating factors, and whether or not the intervention helped in some way. While there is no finite list of methods to record the utilization of an IEP-required accommodation, some examples are listed below:

- Make a note in a log for each student which accommodations were provided and when it was provided.
- Use a seating chart and make notation for the implementation (date and assignment or test).
- Make a comment in the grade book.
- Copy the Supplementary Aid and Support section from the IEP and make notes in a column.
- Create a matrix of all students needing an accommodation specified by the IEP and the specific individual accommodations for each student.

**Table 3. Example of the IEP section showing the specific supplementary aid or support along with columns to show how compliance could be monitored and effectiveness evaluated.**

Area	Aids or Supports	Frequency/Conditions/ Circumstances	Location/Setting	How do you monitor this?	Effective?
Environment in the classroom	Provide unobstructed view of the presentation, teacher, or board	Daily, in all classes during instructional time	General Education and Special Education Classrooms	Seating chart or classroom map	<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very Evidence:
Homework Assignment Completion	Monitor student for recording assignment due dates in a notebook/planner and check for required materials.	Daily by each teacher at end of class	General and Special Education Classrooms	Teacher logs short comment on tracking log, grade book, etc.	<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very Evidence:

## How to Write an Accommodation?

Similar to writing measurable goals, the IEP team must be explicit and craft a description of the accommodation that is easily understood by everyone who may need to either use the accommodation or track its effectiveness. The Office of Special Education Programs (OSEP) in Washington, D.C. has stated in past communications that the IEP must include sufficient information about the amount and type of support that will be provided to the student, so that the level of the district’s commitment of resources will be clear to parents and other IEP Team members. OSEP further explained that the amount of time to be committed to each of the various services or supports to be provided must be appropriate and clearly stated in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP. It goes without saying that IEPs should not include the words “as needed” without more explanation about when it is needed, where it is needed, what triggers the utilization (conditions that require implementation of the accommodation), and who is responsible.

**Table 4. Examples of Accommodations**

	Area	Aids or Supports	Frequency/Conditions/ Circumstances	Location/Setting
Strong Example	Written Assignments	During reading block, the student will utilize a graphic organizer which includes vocabulary words embedded in the material and their definitions.	During instruction and assignment completion when vocabulary recall is connect to the task.	General Education, Special Education Classrooms, and off-site learning experience.
Weak Example	Written Assignments	During the reading block, the student will use a graphic organizer.	Daily in all general and special education classrooms	Classroom setting
Poor Example	School work	Graphic organizer	As needed	In school

## References

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DOCUMENTATION OF THE PROVISION OF SUPPLEMENTARY AIDS AND SUPPORTS

Teacher:			Week: From _____ to _____					
Student Name	Monday	Tuesday	Wednesday	Thursday	Friday	Who is responsible?	Activities/ Comments	Impact
Sample, Don	Extended time on tests	<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other	All classes. Tests to be given in Resource Program Room	<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive				
Sample, Don	Assistance with daily planner to ensure that student has correct assignments	Assistance with daily planner to ensure that student has correct assignments	Assistance with daily planner to ensure that student has correct assignments	Assistance with daily planner to ensure that student has correct assignments	Assistance with daily planner to ensure that student has correct assignments	<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive
Furter, Frank	Provide unobstructed view of chalkboard, teacher, movie screen, etc.					<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other	Student was assigned a seat in all classes to provide unobstructed view as required.	<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive
Book, Rita	Reinforce student for recording assignments/due dates in a notebook/planner.	Reinforce student for recording assignments/due dates in a notebook/planner.	Reinforce student for recording assignments/due dates in a notebook/planner.	Reinforce student for recording assignments/due dates in a notebook/planner.	Reinforce student for recording assignments/due dates in a notebook/planner.	<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive
Sample, Sally	Use of AlphaSmart for written assignments	<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive				
Nasium, Jim	FM system	<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive				
Powers, Vito	Audio textbooks	<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive				
Flintstone, Fred	Copies of notes provided by scribe	<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive				
						<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive

DOCUMENTATION OF THE PROVISION OF SUPPLEMENTARY AIDS AND SUPPORTS

Student: **Smith, John -**      **5th Gr.**      Teacher: \_\_\_\_\_      School: \_\_\_\_\_      Date: \_\_\_\_\_

**Supplementary Aids & Supports based on IEP Dated 01/20/2014**

Area	SaS	Aids or Supports	Freq./Conditions/Circum.	Location/Setting	Start Date	End Date
Presentation of Instruction and Assessment	1	The teacher will provide a visual prompt such as anticipated words encountered in reading passages.	When reading level exceeds his reading level (4.5 grade level).	Special Education Classroom		
Setting of Instruction and Assessment	2	Accommodated seating arrangement to allow for closer access to teacher for the explicit purpose of providing visual prompts.	When reading level exceeds his reading level (4.5 grade level).	Special and General Education Classroom		

SaS #	What percent of time was the SaS provided?	If not 100%, please check the boxes below indicating why it was not given 100 % of the time.	Please select an option below indicating your opinion of the Aid or Support.
		<input type="checkbox"/> Teacher determined it was not warranted. <input type="checkbox"/> Student determined it was not warranted. <input type="checkbox"/> Aid or Support needs clarification. <input type="checkbox"/> Student declined it <input type="checkbox"/> Training for Aid/Support not provided. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Aid or Support is working well <input type="checkbox"/> Aid or Support is working somewhat, requires adjustment. <input type="checkbox"/> Aid or Support has minimal impact. <input type="checkbox"/> Aid or Support is not working. <input type="checkbox"/> Aid or support is resisted by student. <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Teacher determined it was not warranted. <input type="checkbox"/> Student determined it was not warranted. <input type="checkbox"/> Aid or Support needs clarification. <input type="checkbox"/> Student declined it <input type="checkbox"/> Training for Aid/Support not provided. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Aid or Support is working well <input type="checkbox"/> Aid or Support is working somewhat, requires adjustment. <input type="checkbox"/> Aid or Support has minimal impact. <input type="checkbox"/> Aid or Support is not working. <input type="checkbox"/> Aid or support is resisted by student. <input type="checkbox"/> Other: _____

DOCUMENTATION OF THE PROVISION OF SUPPLEMENTARY AIDS AND SUPPORTS

Teacher:			Week: From _____ to _____					
Student Name	Monday	Tuesday	Wednesday	Thursday	Friday	Who is responsible?	Activities/ Comments	Impact
						<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive
						<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive
						<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive
						<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive
						<input type="checkbox"/> GE <input type="checkbox"/> Resource <input type="checkbox"/> Other		<input type="checkbox"/> No <input type="checkbox"/> A little <input type="checkbox"/> Very positive

DOCUMENTATION OF THE PROVISION OF SUPPLEMENTARY AIDS AND SUPPORTS

Student: **Smith, John** -      **5th Gr.**      Teacher: \_\_\_\_\_      School: \_\_\_\_\_      Date: \_\_\_\_\_

**Supplementary Aids & Supports based on IEP Dated 01/20/2014**

Area	SaS	Aids or Supports	Freq./Conditions/Circum.	Location/Setting	Start Date	End Date

SaS #	What percent of time was the SaS provided?	If not 100%, please check the boxes below indicating why it was not given 100 % of the time.	Please select an option below indicating your opinion of the Aid or Support.
		<input type="checkbox"/> Teacher determined it was not warranted. <input type="checkbox"/> Student determined it was not warranted. <input type="checkbox"/> Aid or Support needs clarification. <input type="checkbox"/> Student declined it <input type="checkbox"/> Training for Aid/Support not provided. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Aid or Support is working well <input type="checkbox"/> Aid or Support is working somewhat, requires adjustment. <input type="checkbox"/> Aid or Support has minimal impact. <input type="checkbox"/> Aid or Support is not working. <input type="checkbox"/> Aid or support is resisted by student. <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Teacher determined it was not warranted. <input type="checkbox"/> Student determined it was not warranted. <input type="checkbox"/> Aid or Support needs clarification. <input type="checkbox"/> Student declined it <input type="checkbox"/> Training for Aid/Support not provided. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Aid or Support is working well <input type="checkbox"/> Aid or Support is working somewhat, requires adjustment. <input type="checkbox"/> Aid or Support has minimal impact. <input type="checkbox"/> Aid or Support is not working. <input type="checkbox"/> Aid or support is resisted by student. <input type="checkbox"/> Other: _____