

Selection of Supports in General Education Classrooms: Guiding Questions

Type of Support	Guiding Questions
Curricular/Instructional Modifications or Specialized Instructional Strategies, Materials, Equipment, Technology	
Instructional Delivery	<ul style="list-style-type: none"> • Can the student's participation and learning be increased by differentiated instruction of the general education curriculum? • Can the student's participation and learning be increased through the use of different visual aids and materials? • Can the student's participation and learning be increased by changing the lesson format (e.g., activity-based lessons, games, simulations, role-plays, experiential lessons, community-based lessons)?
Student Response	<ul style="list-style-type: none"> • Can the student's participation and learning be increased by adapting how the student responds to instruction (e.g., answers questions verbally rather than writing; creates a picture or diagram; uses a voice output AT device)?
Assistive Technology	<ul style="list-style-type: none"> • Can the student's participation and learning be increased through the use of assistive technology equipment, devices and/or services? • Can the student's independence be increased through the use of assistive technology equipment, devices, and/or services?
Complexity of the Content	<ul style="list-style-type: none"> • Can the student's participation and learning be increased by modifying the complexity of the content?
Positive Behavior Supports	<ul style="list-style-type: none"> • Can the student's participation and learning be increased by teaching a replacement skill to meet the student's needs (e.g., asking for a break, asking for help, asking for attention)? • Can the student's participation and learning be increased by teaching skills to increase general competence (e.g., communication, social skills, self-management, play skills)? • Can the student's participation and learning be increased by teaching coping skills for times of stress?
Peer Supports	
Flexible Grouping	<ul style="list-style-type: none"> • Can the student's participation and learning be increased through the use of flexible groups (e.g., cooperative groups, partner learning, peer tutors)?
Peer Buddy	<ul style="list-style-type: none"> • Can the student's participation and learning be increased by assigning a peer buddy?
Adult Supports	
In-Class Resource Program Instruction	<ul style="list-style-type: none"> • Is the support of a special education teacher needed to increase the student's participation and learning?
Supplementary Instruction	<ul style="list-style-type: none"> • Is the support of a general education teacher needed to increase the student's participation and learning?
Teacher Aide	<ul style="list-style-type: none"> • Is the support of a teacher aide needed to increase the student's participation and learning?
Integrated Related Services	<ul style="list-style-type: none"> • Is the support of integrated related services (e.g., Speech, OT, PT) needed to increase the student's participation and learning?
Supports for School Personnel	
Consultation Services	<ul style="list-style-type: none"> • Does the general education teacher and/or teacher aide need consultation services from a child study team member, special education teacher or related services provider in order to effectively implement the student's program?