<table>
<thead>
<tr>
<th><strong>RUBRIC</strong></th>
<th><strong>Level of Support</strong></th>
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<tbody>
<tr>
<td><strong>0</strong> (Independent)</td>
<td><strong>1</strong> (Minimal)</td>
</tr>
<tr>
<td>No supports needed</td>
<td>Provided supports in less than 40% of trials</td>
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</tbody>
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<tr>
<th><strong>Type of Support</strong></th>
<th><strong>Examples</strong></th>
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| **Visual**          | - Visual displays that explain a concept or a sequence of steps  
- Graphic organizers  
- Use of pictures and/or objects  
- Color-coded text  
- Eye gaze  
| **Verbal**           | - **Direct**: Tell the child what to do (e.g., “Say...”)  
- **Indirect**: Provide a hint/reminder (e.g., “Do you remember...?”)  
- **Phonemic**: Provide part of the target word or answer  
- Recasts  
| **Tactile**          | - Hand-over-hand  
- Partial physical (e.g., touching the student’s arm)  
| **Gestural**         | - Pointing  
- A taught gesture (e.g., touching your nose for a nasal sound)  
| **Structural Scaffolds** | - Modify order of presentation  
- Modify environment  
| **Interactive Scaffolds** | - Recruit attention, interest, and adherence to task requirements  
- Maintain awareness and acceptance of the goal  
- Provide structure to reduce task variability  
- Direct attention  
- Wait for a response  

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