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IEP Support Implementation Chart

A resource designed for the training *Accommodations and Modifications: A Framework for Access*.

Support Implementation Steps

To be able to implement IEP supports with fidelity there needs to be some sort of shared plan. Schools are responsible for providing the supports identified in the IEP, so it is helpful to know that the plan is accurately documented as well. The steps below will help you get started with creating a basic plan for each of the supports listed in the student's IEP.

1. Start by copying the list of supports (Supplementary Aids and Services section) from the student's IEP and pasting into the first column of the Support Implementation Chart.
2. Determine the status of the documentation for each support by asking the questions below.
 - a. **"Is there written information about when and where this support should be implemented?"**. How will team members know that the support is needed? Are there particular activities where the support should be used? Are there signals from the student that the support should be used?
 - b. **"How should this be implemented?"**. What are the proper methods for using the support? Are there written instructions? Are there any other tools or materials needed? Is there prep time required?
 - c. **"Who is the point person for this support?"** There should be a point person and a monitoring plan to see if the support is being

- implemented properly and if it is working. Generally, a support's success is measured based on the IEP goal it is intended to support.
3. Ask providers to help update and add missing information to the form.
 4. Share the results with team members so they can follow the processes outlined for consistency.

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Nevers, M. (2026). *IEP Support Implementation Chart*. [Training Handout]. Vermont I-Team. <https://go.uvm.edu/i-team>

Support Implementation Chart Example

Support from IEP	Team's Added Detail
Tactile, visual cue	Gain attention with tactile or visual cue before giving instructions, especially transition times (e.g., flick of lights).
People identifiers	Use joint attention routines with specific people to support anticipation
speaker practices	Identify the speaker (e.g., point to, use name sign) called on; encourage students to speak one at a time
Visible Partner	Communicate from front, at close range (within 12 inches) show peers communication position
Communication time	Pause instruction 5 seconds to give time for facilitator to communicate information
Close class door	Keep classroom doors closed - minimize noise and visual distractions from the hall from interfering with engagement.
Print format	Setting for CVI Color contrast; Print size (Arial) 24 front; matte lamination
Photos	Pictures – all photos 3x3 or 3x4 picture, close up, limit the background,

Support Implementation Chart

List the supports from the IEP in column one. For each support listed, identify when, where, and how it will be used. Include enough detail that an unfamiliar reader could implement the support as intended.

Support	When / Where / How
