

SUPPLEMENTAL AIDS



Provide students with concise, approved visual supports that reduce memory demands and help them independently access previously taught content without lowering learning expectations.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

WHAT IS IT?

Supplemental aids are student-accessible visual supports that **help students retrieve, organize, and apply previously taught information.** While often associated with accommodations, they also support effective Tier 1 instruction and can **benefit many learners.** When designed intentionally, supplemental aids can be differentiated and gradually faded as students build independence.

WHAT BARRIERS DOES IT REMOVE?

- Reduces memory retrieval demands for previously learned information.
- Supports organization of concepts, vocabulary, and procedures.
- Minimizes cognitive load, allowing students to focus on comprehension, problem solving, and application.
- Provides visual reminders for multi-step tasks and complex processes.
- Increases independence by reducing reliance on teacher prompts.
- Maintains access to grade-level learning without reducing rigor.



WHAT DOES IT LOOK LIKE?

- Elementary:** A student uses blank fraction bars, mnemonic device, or blank graphic organizer during math or reading.
- Middle/Junior High:** A student references a grade appropriate place value chart, grammar and mechanics rules, or blank graphics of science concepts.
- High School:** A student uses a timeline of dates only, blank map, or content-specific mnemonic to support complex tasks.



WHAT TO WATCH OUT FOR...

Supplemental aids should support retrieval – not replace instruction. Introduce and model them before expecting students to use them independently. Match the support to the learning goal, use them routinely, and gradually fade supports as students build independence. Avoid overwhelming students with too many supports at once. Some students may continue to use aids as an accommodation when eligible.

Ask yourself: Does this support help students remember what they've learned or does it do the thinking for them?

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Idea: Create two-sided supplemental aids. Use a more scaffolded side during instruction with additional visuals, examples, or cues. As students build independence, transition to the approved version to gradually release responsibility.



For district & state assessments, Pearland ISD approved supplemental aids should be used (when allowable for that student & used routinely in class.)
*Need one approved? Contact your content specialist *before* the end of Jan.

