

Process for Determining If a Student Requires One-on-One Support

Frequently, IEP teams are requested to consider the need for paraprofessional support. The following process can be used by IEP teams as guidance in making decisions regarding one-on-one support.

Within this document you will find the following forms:

- Student's Needs Rubric (see page 2)
- Existing Environmental Supports Questionnaire (see pages 3-4)
- Observation Form (see page 5)
- SAS Toolkit (see pages 6-12)

The Process:

1. The Case Manager and additional teachers/support staff (if applicable) will complete the Student's Needs Rubric, and Environmental Supports Questionnaire. Once complete, review information gathered.
 - a. If interventions and/or modifications can be made to the student's program/environment, stop the process and implement changes.
 - b. If no interventions and/or modifications were identified, then move on to Step 2 (completing observations).
2. The Case Manager and additional teachers/support staff (if applicable) will complete observations on the student in multiple environments/classes. Once complete, review information gathered.
 - a. If interventions and/or modifications can be made to the student's program/environment, stop the process and implement changes.
 - b. If no interventions and/or modifications were identified through the observations, then move on to Step 3.
3. Schedule a staffing, including administrators.
4. At the staffing, review data collected and discuss team recommendations.
 - a. If support modifications are needed and paraprofessional support is not recommended, review Environmental Supports Questionnaire and refer to SAS Considerations Toolkit (see Appendix).
 - b. If paraprofessional support is recommended, complete the Independence Plan (see separate document)

Student's Needs Rubric

Please complete the Student's Needs Rubric Below, highlighting/circling the appropriate box for each column, providing a score of either 0, 1, 2, 3, or 4 for Health/Personal Care, Behavior, and Instruction.

	Health/Personal Care	Behavior	Instruction
0	General good health. No specialized health care, procedures, or medication taken. Independently maintains all "age appropriate" personal care.	Follows adult directions without frequent prompts or class supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends	Participates fully in whole class instruction. Stays on task during typical instructional activities. Follows directions with few to no additional prompts
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.	Has adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.	Participates in groups at instructional level but may require additional prompts, cues, or reinforcement. Requires reminders to stay on task. Follows directions, and to remain engaged in learning.
2	Chronic health issues, generic health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medications). Requires reminders and additional prompts or limited hands on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior support plan, but unable to experience much success without behavior support implementation.	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. Requires signing 50-79% of the time.
3	Specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Healthy or sensory intervention 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Requires toilet schedule, training, direct help, diapering.	Serious behavior problem almost daily. Defiant and/or prone to physical aggression which may be harmful to self or others. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement BIP.	Difficulty participating in large group. Requires low student/staff ratio, close adult proximity, and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Abilities and skills require strategies/adaptations not typical for class as a whole, such as: Discrete Trial, ABA, Structured Teaching, PECS or Assistive Technology. Requires signing over 80% if the time.
4	Very specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health or sensory related interventions 45 minutes or more daily. Direct assistance with most personal care. Requires two person lift. Direct 1:1 assistance 45 minutes or more daily.	Serious behavior problems with potential for injury to self or others, runs away or aggressive on a daily basis. FBA has been completed and the student has a well-developed BIP that must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behavior.	Does not participate in a group without constant 1"1 support. Requires constant verbal and physical prompting to stay in task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group. Requires signing 100% of the time.

Existing Environmental Supports

Please answer the following questions to assist you in compiling existing environmental supports currently in place, and/or environmental supports you may want to add to support the student.

A. Classroom Schedule:

1. Is there a posted classroom schedule? YES NO (if no, move on letter B)
2. Does the classroom schedule include activities/times? YES NO (if no, move on letter B)
3. Does the classroom schedule include students/staff names? YES NO (if no, move on letter B)
4. Is the schedule daily? YES NO (if no, move on letter B)

If you answered no to any of the above questions, please consider implementing and/or modifying the classroom schedule.

B. Individual Student Schedule:

1. Is there an individual student schedule? YES NO (if no, move on letter C)
2. What type of schedule does the student utilize?
 Picture Icon Photograph Word
3. What level of support does the student need to follow the schedule?
 Independent verbal prompts gestural prompts physical prompts
 inconsistent
4. Is the room structured to correlate with tasks on the schedule? For example, is there an area for one on one work, small group work, large group work, independent work, and leisure time, etc.? YES NO

If you answered no to any of the above questions, please consider implementing and/or modifying an individual student schedule.

C. Curriculum and Instruction:

1. Are the materials and activities differentiated for students chronologically? YES NO (if no, move on letter D)
2. Are the materials and activities differentiated for students based on their ability levels? YES NO (if no, move on letter D)
3. Are the materials and activities differentiated for students based on their interests? YES NO (if no, move on letter D)
4. Which of the following areas are included in the student's IEP? (check all that apply)
 Communication Academics Social Skills Self-care Recreation/leisure
 Vocational Skills Other
5. Are there any devices or equipment the student uses that may relate to their need for assistance? YES NO (if yes, please list the devices/equipment used/available)
6. What activities, if any, are difficult for the student?

If you answered no to any of the above questions, please consider implementing and/or modifying the curriculum and instruction being provided to the student.

D. Behavior Support:

1. Are there any problem behavior(s) interfering with the learning of self or others? YES NO (if no, move on letter E)
 - a. What is the problem behavior(s)?
 - b. Where do the behavior(s) typically occur?
 - c. When do the behavior(s) typically occur?
2. Is the student on a reinforcement schedule? YES No (If no, move on letter E)
3. What type of reinforcement schedule is the student on? _____
4. Does the student have a Positive Behavior Support Plan (PBSP)? YES NO (if no, move on letter E)
5. Is the PBSP based on a Functional Behavioral Analysis (FBA)? YES NO
6. What is the date of the most recent FBA? _____
7. Is the plan effective in addressing the student's needs? YES NO

If you answered no to any of the questions 2-4, please consider implementing/modifying the student's behavior support plan.

E. Current Data Systems and Collection of Data:

1. Is there current data on each IEP objective and/or behavior? YES NO (if no, move on letter F)
2. Is the student making progress on each IEP objective/goal? YES NO (if no, move on letter F)
3. Do the data records include levels of independence (prompting needed) and level of progress? YES NO (if no, move on letter F)
4. How often is data collected?
 Daily Weekly Every other week Other

If you answered no to any of the questions 1-4, please consider implementing/modifying the student's behavior support plan.

F. Student's Strengths and Interests:

1. Are there any times and/or activities when the student NEVER requires assistance? YES NO (if no, stop and discuss implementing modifications)
2. Does the student have strengths in the area of peer relations? YES NO (if no, move on letter F)
3. Does the student have strengths in the area of self-management? YES NO (if no, stop and discuss implementing modifications)
4. In what instructional areas does the student excel?
 Reading Writing Listening Behavior

If you answered no to any of the questions 1-4, please consider implementing/modifying the student's behavior support plan.

Student Observations

It is important to observe the student in multiple setting/environments to gain a better sense of what types of supports a student might need as well as elements that are working. Below is an anecdotal recording form you may use when completing observations.

Time / Date	Subject/Class Activity	Observations

APPENDIX

Supplementary Aids and Services (SaS) Consideration Tool

Student:	Date:
Identify classroom(s) used as a reference point for Step 1:	Completed By:

Step 1: Develop Profile of General Education Classroom(s)	Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers																		
<i>Create a profile of the classroom environment(s) by circling the number that best describes the frequency of use of identified materials and instructional practices.</i>	<i>Identify difficulties you can anticipate for this student <u>if nothing is changed</u>, based on his/her current skills, needs, and learning style.</i>	<i>Identify Supplementary Aids and Services to address potential barriers. <u>Consider all possibilities</u>, consulting available resources and support personnel.</i>																		
1.1 Instructional Method/ Materials																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; padding: 5px;">Printed Materials</th> <th style="width: 30%; padding: 5px;">Frequency of Use¹</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">• Textbook</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> <tr> <td style="padding: 5px;">• Workbook</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> <tr> <td style="padding: 5px;">• Trade book</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> <tr> <td style="padding: 5px;">• Worksheets</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> <tr> <td style="padding: 5px;">• Newspapers/magazines</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> <tr> <td style="padding: 5px;">• Other _____</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> <tr> <td style="padding: 5px;">• Other _____</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> <tr> <td style="padding: 5px;">• Other _____</td> <td style="text-align: center; padding: 5px;">1 2 3</td> </tr> </tbody> </table>	Printed Materials	Frequency of Use¹	• Textbook	1 2 3	• Workbook	1 2 3	• Trade book	1 2 3	• Worksheets	1 2 3	• Newspapers/magazines	1 2 3	• Other _____	1 2 3	• Other _____	1 2 3	• Other _____	1 2 3		
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Coding Key:

1 = never; 2 = occasionally; 3 = frequently

Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
Technology <ul style="list-style-type: none"> • Computer • Internet • E-mail • Instructional software • Graphics software • Printer/Scanner • Other _____ • Other _____ • Other _____ 	Frequency of Use 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
Information Presentation Methods <ul style="list-style-type: none"> • Chalk/White Board • Smart Board • Overheads • Lecture • Printed notes/outlines • Handouts • Videos/movies • Graphic organizers • Visual Supports • Objects/Manipulatives • Other _____ • Other _____ • Other _____ 	Frequency of Use 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		

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Student Assessment Formats <ul style="list-style-type: none"> • Written tests • Oral presentations • Worksheets • Narrative reports • Performance tasks • Other _____ • Other _____ • Other _____ 	Frequency of Use 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
Project/Presentation Formats <ul style="list-style-type: none"> • Term paper/research project • Group project • Oral presentation • Handwritten paper • Typed paper • Drawing/diagram • Three-dimensional project • Oral reading • Graphic presentation • Other _____ • Other _____ 	Frequency of Use 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		

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Step 1: Develop Profile of General Education Classroom(s)	Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
1.2 Instructional Delivery and Social Routines		
<p>Instructional Format</p> <ul style="list-style-type: none"> • Small-group discussion • Large group discussion • Lecture • Independent reading • Individual seatwork • Dyads/partner • 1:1 instruction • In-class assignment • Note taking • Homework • Other _____ • Other _____ • Other _____ 	<p>Prevalence of Practice</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p>	
<p>Classroom Management</p> <ul style="list-style-type: none"> • Expected behaviors are identified and taught to students. • Students are reinforced for meeting behavioral expectations. • Appropriate behavior is modeled in this class • A problem-solving approach is used to deal with issues. • Students have the opportunity to identify and discuss concerns. • Other _____ • Other _____ • Other _____ 	<p>Prevalence of Practice</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p>	

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Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
<p>Response to Diversity</p> <ul style="list-style-type: none"> • Instructional activities incorporate student interests and experiences • Students have opportunities to make choices • Individual differences are seen as positive • Respect and understanding of difference is addressed in instructional activities • Other _____ • Other _____ • Other _____ 	<p>Prevalence of Practice</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p>		
<p>Interpersonal Relationships</p> <ul style="list-style-type: none"> • Students help each other • Students treat each other with respect • Social skills are taught • Other _____ • Other _____ • Other _____ 	<p>Prevalence of Practice</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p>		

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Social Activities <ul style="list-style-type: none"> • The school offers activities that address a range of student interests. • School sponsored activities are publicized in a variety of ways to reach all students. • Extracurricular activities are well attended by all students • Other_____ • Other_____ 	Prevalence of Practice 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
1.3 Setting Characteristics			
Classroom Environment <ul style="list-style-type: none"> • Classroom location is accessible • Room arrangement allows for access to all areas • Room arrangement allows for all students to see and hear instruction • Room arrangement allows for teacher to see and monitor all students • Students have opportunity to work without distraction • Noise level of classroom does not interfere with learning • Lighting in room is conducive to learning • Other_____ 	Feature of this setting? Y N Y N Y N Y N Y N Y N Y N		

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Discuss Appropriate Supplementary Aids and Services Options and Identify Viable Alternatives for Implementation.

Based on the analysis of the general education classroom setting, identify those Supplementary Aids and Services that represent the team’s best thinking about the most appropriate services and strategies to support learning and participation in the general education setting. These decisions are likely to have resource/personnel/training and/or administrative support implications. This step in the consideration process focuses on the supports necessary for adults to effectively implement the Supplementary Aids and Services that have been identified.

Student Support Strategies to Implement (What does the student need?)	Adult Supports/Resources for Implementation (What do the adults need?)	Supports for Implementation (How we will get there?)
<p><i>[Ex: Student needs visual supports used throughout the day to understand schedule and individual activity demands.]</i></p>	<p><i>[Ex: Special educator needs access to Boardmaker software; training in use of software needed.]</i></p>	<p><i>[Ex: IU AT consultant will provide teacher training; school will purchase software; tech coordinator will install on computer with access to color printer.]</i></p>