Determining Type and Level of Support Needed to Promote Independence

Student Name (DOB): _____ **Grade:**_____ **School:**_____ **Date:**_____

Student Schedule	Environmental / Instructional Demand	What can the Student do Independently?	What Supports / Strategies are Needed to Increase Independence?
In this column, list the target student's current schedule including all major transitions, arrival and dismissal, lunch / hallway times, and recess. If the student's skills break down within one part of the schedule, you may need to include minor transitions as well. For example, if during circle time the student does well with the song but struggles during calendar, you may want to break down the schedule further to account for that.	This column should include all of the demands that are required for the student to independently navigate the environment and participate in the instruction during that portion of the schedule.	From the previous column, list the areas in which the target student can perform independently. This column could also be used to list the areas in which the target student will need support or a targeted teaching plan to navigate the environment and participate in instruction.	List in this column, all the supports and strategies that will be required to support the student in navigating the environment and participating in instruction as independently as possible. These include but are not limited to: • Visual / Organizational Supports / Strategies • Peer to Peer Supports • Functional Communication System • Positive Behavior Supports • Evidence-Based Practices • Accommodations / Modifications • Behavioral Response Plan / Crisis Plan • Adult Support (if this is considered, use the "Adult Support and Responsibilities" form)

Determining Type and Level of Support Needed to Promote Independence

Student Name (DOB): _____ **Grade:_____ School:_____ Date:_____**

Student Schedule	Environmental / Instructional Demand	What can the Student do Independently?	What Supports / Strategies are Needed to Increase Independence?

Adult Support and Responsibilities

**Additional adult support should only be provided when
the student needs direct academic, behavioral or social support.**

Determining IF a Additional Adult Support is Warranted:
1. Is there a safety concern for self or others?
2. Does the student require continual teacher prompts or help during instructions and/or after instructions (e.g. during independent work)?
3. Does the student require assistance with functional skills (dressing, organization)?
4. Do peers exclude the student in classroom activities?

If you answered YES to any question with regard to a particular point on the schedule, a paraprofessional may be warranted DURING THAT TIME.

Typical ROLES for Adult Support if Determined it is Warranted:

1. Support the student in interacting effectively with the environment:
  --Interpret Environmental / Educational Expectations
  --Assist in Material Organization
  --Assist in Desk Top Organization
  --Implement Academic Accommodations / Modifications
  --Support /Facilitate Socialization
  --Support/Facilitate Communication

2. Provide additional learning opportunities:
  --Prompt appropriate behavior / work completion, etc.
  --Run Behavioral Systems

3. Assist the student in learning systems or using tools that allow for optimal participation in the school environment:
  --Visual Schedules
  --Visual Prompts
  --Modeling Peers

Adult Support Responsibilities

Student Name (DOB): _____ **Grade:____ School:_____ Date:_____

Student Schedule	What is Student Doing Now / Skill Breakdowns?	What is Goal(s) / Outcome(s)	Adult Role / Responsibility / Strategies	How will this result in increasing the student's socialization and independence skills?