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# **STUDENT SUPPORT MONITOR GUIDANCE DOCUMENT**

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**Approved by Accomack County**

**Public School Board**

**on 11/01/2016**

## Introduction

A Student Support Monitor (SSM) may be considered as a support for an individual student with disabilities who has complex needs. The additional support is necessary to assist classroom staff in facilitating the student in:

- Advancing appropriately toward annual goals
- Involvement and progress in the general/aligned curriculum
- Participation in nonacademic activities
- Participation with other students (with and without disabilities).

A method of systematic evaluation toward independence and fading the need for the SSM is developed

## Determination of Need

When the Child Study Team (CST) or the IEP Team members are considering the need for an SSM, data must be collected.

- Form 1- **School Day Analysis Protocol** is completed by a member of the administration, guidance counselor, a member of the IEP/CST team.
- Form 2- **Additional Adult Assistance Summary Sheet** is used to analyze the data collected from Form 1 (School Day Analysis Protocol). The analysis will be shared with the division level team for consideration.
- Form 3- **SSM Assistance Monitoring Log** is used to assist the IEP team in monitoring and fading the SSM when independence is achieved.

## Areas of Need

It is important that the type of assistance listed below be considered in order to determine the amount of time an SSM may be needed.

- **Safety Needs**
  - Assistance may be necessary if the student tends to escape from the school environment, hurts himself/herself or others, falls, or puts inedible items in his/her mouth. Natural resources within the environment must be examined first to determine if they are appropriate ( instructional assistant and classroom setting)
- **Physical Needs**

- If a student needs assistance with toileting or other self-help skills, the team should note the times and duration for this activity. This need should only be for brief periods during the day.
- If the student needs assistance with feeding, note the type of assistance and the times and duration required.
- Specialized physical health care which requires a health care plan.
- If assistance with specific medical needs based on doctor's orders.
- **Communication Needs**
  - Additional support supplies help with the use of technology, sign language, or visuals for communication purposes.
- **Behavioral/Self-Management Needs**
  - Intensive support due to behavior challenges in order to assist classroom staff in implementing a Behavioral Intervention Plan (BIP).
  - SSM may be used for collection of data while staff implements a BIP.
- **Social Needs**
  - SSM may be used while staff is trying to facilitate social interactions with the student's peers and adults. The goal is the development of natural peer supports and use of existing resources so the SSM does not become the student's sole companion.
- **Academic Needs**
  - Curriculum adaptations such as highlighting, copying, using technology to enhance the curriculum under the supervision of the teacher.
  - Instructional support to help a student stay on task or in providing follow up directions. This should be faded as soon as schedules or behaviors supports are in place.
  - Assistance with transitions between activities, moving from one part of the building to another. Types of transitions as well as time of day and duration should be noted.
  - Assistance with activities that may present difficulties to a student can be provided by an SSM.

### **Examples of SSM in Action:**

- Assists students to achieve instructional goals and objectives.
- Assists students with personal care and mobility such as: dressing, lifting, feeding,

toileting, and monitoring medical equipment.

- Assists in preparing and maintaining daily student data.
- Assists classroom teacher in specific tasks that will lead to student achieving instructional goals.
- Reinforces material.
- Escorts students to classes.
- Guides independent study and other work assigned.
- Reports any student problems or issues to the team.
- Performs related tasks as required for individual student needs.

## **Fading**

Fading refers to decreasing the level of assistance needed to complete a task or activity. It is important to systematically withdraw or fade prompts and assistance so the individual can perform skills independently.

At regular intervals data should be collected and reviewed by the IEP team which demonstrates if the level of assistance continues to be needed.

Data should be reviewed quarterly which would include the current level of progression toward independence.

## **Process for requesting a Student Support Monitor (SSM):**

A copy of Form 1 (School Day Analysis Protocol) & Form 2(Additional Adult Assistance Summary Sheets) are sent to the Special Education Office. A committee composed of one member from the Special Education Office, Student Support Services, Nursing Services, Human Resources, and an administration member from the school requesting school will meet and review the information provided. The school will be notified of the decision in writing within five days of receipt.