



Monroe County ISD Guidance: Process for Independence Facilitator



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Introduction

The Individuals with Disabilities Education Act (IDEA) requires school districts to provide a free and appropriate public education (FAPE) to students with disabilities and to meet the unique needs of each individual child (20 U.S.C. 1401(9)) within the least restrictive environment. IDEA also “allows paraprofessionals who are appropriately trained and supervised, in accordance with State law...to assist in provision of special education and related services...to children with disabilities,” (20 U.S.C. 14129 a09140). While the assignment of a 1:1 paraprofessional may be determined to be an appropriate supplemental aide/service, it may represent a very restrictive level of support, depending on the nature of the student’s disability related needs. Thus, it is critical to ensure that the necessary steps are taken to recognize the student’s potential for independence.

Note: Although federal and state law refers to the term paraprofessional or instructional aid, we use the term ‘Independence Facilitator’ throughout this document in an effort to stress the intention of this support which is building student independence and decreasing student dependence on adult support. Based on each individual district’s contract language, the terminology may vary from district to district. For IEP and MCISD purposes the term Independence Facilitator will be used for continuity throughout the county.

To ensure that students are receiving an appropriate education, teams must first identify where and when supports are needed. Teams can then determine how to provide supports.

Independence Facilitators as a support to students could be considered the most restrictive support. There are instances when the utilization of instructional aides (a.k.a. Independence Facilitators) are required via Michigan Administrative Rules for Special Education (R340.1738, R340.1739, R340.1748, R340.1754). Per these requirements, the utilization of Independence Facilitators is designed to address the unique aspects of specific special education programs. The intention of these guidelines is to address the utilization where it is not otherwise required. Teams should first consider alternative supports. Alternative supports may include but are not limited to: changes to the student’s learning environments, the use of assistive technology, positive behavior support plans, peer supports, and changes to the curriculum. Identifying natural supports that are available to assist the student is an effective use of resources.

If it is determined that Independence Facilitator services are needed, the IEP team should identify the specific roles and responsibilities of the Independence Facilitator. Based on what the Independence Facilitator is expected to do and their level of training, a schedule should be established with introductory and continued opportunities for learning. These learning opportunities should also include time for collaboration and supervision. In most instances, the role of the Independence Facilitator is meant to be a temporary support. A plan should be developed to increase student independence while fading the need for adult assistance. Teams that are considering or utilizing Independence Facilitators continue to need guidance and written procedures to ensure that supports are appropriate.

Areas That May Necessitate an Independence Facilitator

There are students who may require Independence Facilitator support in order to be successful in the educational setting, whether it is short term or for a more extended period of time. Criteria associated with the request for a Independence Facilitator supports may include:

1. Health/Personal Care - Health issues that require procedures by specially trained employees include:

- a. Eating/Feeding
- b. Toileting/Personal Hygiene
- c. Mobility/Transferring/Positioning
- d. Health Condition

2. Behavior

Students who demonstrate persistent and significant behaviors that are a safety concern and/or are a severe disruption to the educational environment may require the assistance of an Independence Facilitator to reinforce teaching of delayed skills. All students who receive Independence Facilitator support for behavior purposes must first have an established formal functional behavioral assessment and positive behavior support plan which has been implemented with fidelity.

3. Inclusion

Students may require assistance in the general education environment to support communication, transition, peer interactions, or during specific learning times. Utilizing alternative supports (e.g., peer supports and the use of existing resources) must be considered before employing an Independence Facilitator as a student support.

Alternatives to Independence Facilitator Support

If Independence Facilitator support is requested, team members should first consider alternative supports. Supplementary aids and services “are the tools or help that is needed to enable students with disabilities to gain benefit from their environment within the general education curriculum” (Lipsky & Gartner, 2008). There are a full range of supports that should be considered by the student’s IEP team. These supports may include changes in the educational environment, adaptations or modifications of the curriculum, assistive technology, behavior support plans, self-monitoring tools, and the utilization of supplementary personnel to assist the student. Teams should identify what goals they hope to accomplish by assigning an Independence Facilitator and then determine if these goals can be met in another fashion.

A combination of alternative options may provide the necessary supports students need to be successful. Teams should identify when and where supports are needed, and then consider how those supports will be provided. Possible alternatives include:

- Assistive technology
- Teacher training
- Instructional delivery (e.g. differentiating instruction, co-teaching)
- Use of existing school-wide supports
- Peer supports
- Positive behavior supports
- The use of a Independence Facilitator assigned to a class rather than an individual student
- Implementation of self-monitoring tool(s)

To help guide the decision making process, the student’s special education teacher, in collaboration with the Teacher Consultant assigned to the building, building administrator and any other identified team members, should begin the [MCISD Request for Independence Facilitator Form](#). This checklist considers alternative supports (e.g., environmental, natural, accommodations/modifications to curriculum, positive behavior support plan, staff training needs) prior to assigning an Independence Facilitator.

Use of Independence Facilitator Supports

The level of Independence Facilitator support should be considered at **every** IEP meeting. If deemed appropriate, teams should set a timeline and establish criteria for when and how Independence Facilitator supports will be faded. All team members, including the student, parent/guardian, and school staff should have input into the creation of a [fading plan](#). See [Techniques for Fading Support and Promoting Independence](#).

It is critical to continue an ongoing re-evaluation of the need for an Independence Facilitator. A student should make considerable progress academically and emotionally over the course of a school year. Natural development will promote maturity in areas of self-control, attention and concentration, social skills, and common sense judgement. The role of the Independence Facilitator is to provide specific support identified by the the team, however there could be factors which mitigate the original reasons for the Independence Facilitator recommendation (e.g. medication). At a minimum, chronological age, development, and transition to the next level of education are reasons to reconsider the need(s) for an Independence Facilitator.

The long term goal for this support should always be to guide the student to the highest level of independence that he or she can obtain. As we begin to use Independence Facilitator support, the student's IEP team should identify the criteria for when the supports are no longer necessary. By identifying the skills to be taught and the "exit criteria" early on, everyone will have a common understanding of the targets that demonstrate student independence.

To help guide the team in the fading of support, the Independence Facilitator [Fade Plan](#) should be implemented. The purpose of this plan is to begin with the end in mind.

To support this plan, regular staffings by the school team should be held on a consistent schedule. A result of these staffings could include changes such as:

1. Reduction in Independence Facilitator support
2. Changes in strategies to teach skills which promote independence
3. Changes in areas of need for support
4. Continuation of current Independence Facilitator support

Inadvertent Detrimental Effects Associated with Excessive Independence Facilitator Proximity

Although the intention of the addition of an Independence Facilitator is to increase student independence and success, research shows that there are inadvertent detrimental effects associated with excessive independence facilitator proximity. The table below illustrates specific effects that are important for teams to consider.

| CATEGORY OF EFFECT | DESCRIPTION |
|---|---|
| Separation from classmates | A student with a disability and independence facilitator are seated in the back or side of the room, physically separated from others. |
| Unnecessary dependence | A student with a disability is hesitant to participate without independence facilitator direction, prompting, or cueing. |
| Interference with peer interaction | Independence facilitators can create physical or symbolic barriers interfering with interactions between a student with disabilities and classmates. |
| Insular relationship | A student with a disability and independence facilitator do most everything together, to the exclusion of others (e.g. peers). |
| Feelings of stigmatization | A student with a disability expresses embarrassment/discomfort about having an independence facilitator because it makes him/her stand out in negative ways |
| Limited access to competent instruction | Independence facilitators are not always skilled in providing instruction. Some do the work for the student they support in an effort to keep up; this is a sign that instruction has not been adequately adapted. |
| Interference with teacher engagement | Teachers tend to be less involved when a student with a disability has a one-to-one independence facilitator because individual attention is already available to the student. |
| Loss of personal control | When independence facilitators do too much for the students with disabilities they may not exercise choices that are typical of other students. |
| Feelings of persecution | Some students report that because they are constantly being watched by adults, their behavior is scrutinized differently; minor infractions that might not be noticed or addressed when done by other students result in consequences for them. |
| Provocation of problem behaviors | Some students with disabilities express their dislike of paraprofessional support by displaying undesirable behaviors (e.g., running away, foul language, aggression). |
| Risk of being bullied | Some students are teased or bullied because they are assigned a paraprofessional. |

Adapted from: Giangreco, M. F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). "Be careful what you wish for...": Five reasons to be concerned about the assignment of individual paraprofessionals. Teaching Exceptional Children, 37(5), 28-34.

Guidance for Effective Supervision of Independence Facilitators

Giangreco and Doyle (2003) encourage educational staff to initiate opportunities to provide feedback to Independence Facilitators in both formal and informal situations. This not only provides ongoing communication between team members (including special education teacher, teacher consultant, general education teacher, administrator, and any related service providers), but also encourages teams to problem solve and monitor student progress.

Effective supervision involves the following:

- The utilization of the Independence Facilitator Support Plan
- Examples of what is expected
- Modeling and coaching opportunities
- Frequent checks of understanding and concrete feedback

The case manager and IEP team are responsible for supervising Independence Facilitators assigned to their programs and/or to the students on their caseload. Most often, administrators are likely to conduct formal evaluations. To promote ongoing program development, teams should create a schedule that provides opportunities for special educators to offer constructive feedback over the course of the year. This schedule should be established early on and provide opportunities for both informal and formal communication. Establishing and communicating specific roles, responsibilities, and expectations should also be discussed at the onset..

When supervising and establishing [professional development](#) for Independence Facilitators, key competency areas to evaluate include the following:

- Reinforcing specific teaching strategies
- Reinforcing/redirecting student behavior
- Preparing and using data collection materials
- Maintaining and organizing teaching environment
- Demonstrating professionalism and good judgement
- Supporting each step of the teaching plan/lesson

Process for Considering Independence Facilitator

Step One

Teams such as the Student Assistance Team (SAT) or IEP team meet to identify skill deficit(s). The team reviews contents of CA60: Initial evaluation for special education, most recent reevaluation IEP, attendance history, discipline history, behavior intervention plans, and student support plans, health care plans, performance on district and statewide assessments, etc.

- ☐ Use the [MCISD Request for Independence Facilitator Form](#) to document interventions. This will be updated in each step.
- ☐ Answer the following questions (Use [Tier 1 & 2 Intervention Guide](#) and [CETA](#) for Guidance)
 - ☐ What classroom Tier 1 academic &/or behavioral interventions are included in the baseline data?
 - ☐ How is the team differentiating within Tier 1 for this student?
 - ☐ What strategies have you used while collecting the baseline data to CHANGE the behavior?
- ☐ Define problem in observable measurable terms
- ☐ Use an objective data collection tool. (ex. Tally Sheet). Consider Google forms or spreadsheet for team data collection entry. The team should determine what data should be collected and which data collection tool will be used to collect the data.
- ☐ Collect data for a minimum of 4-6 weeks (consider including references in guidance document to support 4-6 week timelines)
- ☐ Team assigns personnel to conduct observations using the data collection procedure and schedules a follow-up meeting to analyze data collection result.

Step Two

- ☐ Update [MCISD Request for Independence Facilitator Form](#) started in Step 1.
- ☐ Team meets to review data analysis and any other additional information that is necessary. If step one was successful and the area of concern is no longer in question, the team will discontinue meeting.
- ☐ Team develops student support plan using Tier 2 interventions and creates timeline for implementation (minimum 4-6 weeks). See [Tier 2](#) Interventions for behavior & academics in resources folder.
- ☐ Team assigns personnel to conduct observations using the data collection procedure and schedules a follow-up meeting within 4 to 6 weeks of implementation to analyze data collection results. ([BOSS](#) should be used for at least one observation)
- ☐ Team reviews and revises plans as necessary.

Step Three

- ☐ Update [MCISD Request for Independence Facilitator Form](#) started in Step 1 as appropriate.
- ☐ Team determines whether all supports, strategies, and classroom interventions have been exhausted.
- ☐ Coordinate a staffing to include building social worker, school psychologist, teacher consultant, speech, and/or occupational therapist and fill out the [Checklist of Existing Environmental Supports](#).
- ☐ Review and revise plans as needed. If the team determines that more individualized supports should be implemented, the team will schedule a follow up meeting after another 4-6 weeks of implementation.

Step Four

- ❑ Team completes the [MCISD Request for Independence Facilitator Form](#) (Started in Step 1) and submits the signed form along with required documents to the Regional Director of Special Education.
- ❑ The Regional Director of Special Education will review the request and contact appropriate personnel to arrange for consultation, an observation or to schedule a team meeting as appropriate based upon the nature of the request.
 - ❑ The number of consultations and/or observations and subsequent meetings will vary from case to case.

Step Five

- ❑ The Regional Director of Special Education will consult with the team to determine whether or not additional information is needed to determine the need for additional adult support.
- ❑ Upon approval, the team will meet to develop a [Student Support Tool \(SST\)](#) plan to implement additional adult support including the [roles and responsibilities](#) of the teacher, Independence Facilitator, and other team members. The plan should also address any [training needs](#) for staff or students.
- ❑ The team will hold an IEP or Amendment to an IEP to address additional adult support.
- ❑ Following the addition of adult support, the team will continue to review the need for additional adult support and potentially a [plan for fading](#). The team will revisit data collection and student support tool at least annually.
- ❑ The team will assign dates, times and personnel to conduct observations and collect data samples.

Special Education Terms

ABC Chart/Log – A direct observation tool that can be used to collect information about the events that are occurring within a student's environment. "A" refers to the antecedent, or the event that immediately precedes a problem behavior. The "B" refers to observed behavior; "C" refers to the consequence, or the event that immediately follows a response.

Accommodation – A support to the instruction, assignment or assessment which does NOT substantially alter the basic construct of the course or test. (i.e. Extended time, reduced number of problems, individual/small group, "chunk" assignment/task, allow for breaks)

B.O.S.S. - Behavioral Observations of Students in Schools. A systematic data collection method for observing a student in the classroom.

Independence Facilitator – An aide/paraprofessional assigned by an IEP for some portion of the school day to work with teachers in a manner that provides support to one or more students with a disability so they learn to function with greater independence.

Behavior Intervention Plan (BIP) – A plan that is developed by the team to help a person learn to change his or her behavior. This can be informal as a tiered intervention or formal after conducting a Functional Behavior Assessment (FBA).

Case Manager – The special education staff person responsible for monitoring implementation for all portions of the IEP, reporting on progress toward goals, and contact person for parent/guardian.

Co-Teaching – Method of instruction by two equally-qualified teachers, who may or may not have the same area of expertise, jointly delivered to a group of students. Often this is seen with a general education and special education teacher. There are specific requirements (components) to be met for Co-Teaching scenarios.

Data - Facts and statistics collected together for reference or analysis.

Eloping – A situation when a person/student leaves a designated area without permission; running away.

Functional Behavior Assessment (FBA) – The process of gathering and analyzing information about a student's behavior and accompanying circumstances in order to determine the purpose of the given behavior.

Fading – systematically reducing the level of support a student needs in order to increase student independence.

IEP – Individualized Education Program – The document which outlines a student's special education program.

IEP Team or "The Team" - This includes all members supporting and participating in a student's education. This includes, but is not limited to: *parent/guardian, student, gen. ed. teacher, spec. ed teacher, aide/inclusion aide, principal, special education director, speech therapist, occupational therapist, social worker, outside case workers.*

Inclusion – Including disabled students with non-disabled students in every aspect of education, from the same classrooms to the same social activities and support groups.

Local-Based Special Education Classroom - A special education classroom with a fewer number of students that provides required additional support to students with special needs, specific difficulties, or unique struggles.

Mainstreaming – The process of placing special education students in general education for one or more classes.

Modification – A change to the course or test which substantially alters the basic construct of the course or test.

PBSP – Positive Behavior Support Plan – A plan which addresses the underlying causes of non-desired behaviors and teaches students appropriate strategies for addressing them.

Scatterplot - A graph in which the values of two variables are plotted along two axes; this type of data helps to show trends.

Student Support Tool - A tool intended to be used by the IEP or behavior planning team to assist in goal development and necessary strategies and supports. A fading plan is included within this tool.

Tier 1 Supports – Universal supports & strategies (academic or behavior) provided to all students within the school.

Tier 2 Supports – Additional programs and strategies (academic or behavior) provided to students who require supports in addition to universal supports, to reduce the risk of academic or behavior problems.

Tier 3 Supports – Intensive programs and strategies (academic or behavior) for students who require individualized supports, in addition to Tier 1 and Tier 2 supports, in order to reduce the severity of academic and behavior problems.

Step 1

Step one is meant to be a reflective process for the general education teacher. In this step, the general education teacher is able to access and utilize evidence-based supports and strategies from resources outside of this guidance document. The MCISD Teacher Consultant assigned to the building is available to assist the team through this process by providing guidance with brainstorming, implementation variables, and progress monitoring.

Step One

*All forms needed for this step are included in this section as well as the Resources section.

Teams such as the Student Assistance Team (SAT) or IEP team meet to identify skill deficit(s). The team reviews contents of CA60: Initial evaluation for special education, most recent reevaluation IEP, attendance history, discipline history, behavior intervention plans, and student support plans, health care plans, performance on district and statewide assessments, etc.

- ☐ Use the [MCISD Request for Independence Facilitator Form](#) to document interventions. This will be updated in each step.
- ☐ Answer the following questions (Use [Tier 1 & 2 Intervention Guide](#) and [CETA](#) for Guidance)
 - ☐ What classroom Tier 1 academic &/or behavioral interventions are included in the baseline data?
 - ☐ How is the team differentiating within Tier 1 for this student?
 - ☐ What strategies have you used while collecting the baseline data to CHANGE the behavior?
- ☐ Define problem in observable measurable terms
- ☐ Use an objective data collection tool. (ex. Tally Sheet). Consider Google forms or spreadsheet for team data collection entry. The team should determine what data should be collected and which data collection tool will be used to collect the data.
- ☐ Collect data for a minimum of 4-6 weeks (consider including references in guidance document to support 4-6 week timelines)
- ☐ Team assigns personnel to conduct observations using the data collection procedure and schedules a follow-up meeting to analyze data collection result.

MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT

Request for Independence Facilitator Form

Date Request Submitted:

Student Name:

District: .

Student Grade:

School:

School Year:

Please check the area(s) of **intensive** need that may require additional adult support.

| Health | Personal Care | Behavior | Instruction |
|--|---|--|---|
| <input type="checkbox"/> Health Care Plan <input type="checkbox"/> G-Tube <input type="checkbox"/> Medications <input type="checkbox"/> Suctioning <input type="checkbox"/> Food Preparation <input type="checkbox"/> Monitoring health/safety <input type="checkbox"/> Wheelchair Assistance <input type="checkbox"/> Other: | <input type="checkbox"/> Full Toilet Care or Training <input type="checkbox"/> Diapers <input type="checkbox"/> Dressing <input type="checkbox"/> Eating <input type="checkbox"/> Hygiene <input type="checkbox"/> Positioning <input type="checkbox"/> Mobility <input type="checkbox"/> Other: | <input type="checkbox"/> Aggressive <input type="checkbox"/> Assaultive <input type="checkbox"/> Non-compliant <input type="checkbox"/> Requires Breaks Outside of the Classroom <input type="checkbox"/> Runs Away <input type="checkbox"/> Self-Injurious <input type="checkbox"/> Property Destruction <input type="checkbox"/> Other: | <input type="checkbox"/> Physical Prompting <input type="checkbox"/> Verbal Prompting <input type="checkbox"/> Modifications <input type="checkbox"/> Communication <input type="checkbox"/> Other: |
| Document(s) Required: <input type="checkbox"/> Health Care Plan <input type="checkbox"/> Initial Evaluation <input type="checkbox"/> Most recent Re-Evaluation <input type="checkbox"/> IEP | Document(s) Required: <input type="checkbox"/> Health Care Plan <input type="checkbox"/> Initial Evaluation <input type="checkbox"/> Most recent Re-Evaluation <input type="checkbox"/> IEP | Document(s) Required: <input type="checkbox"/> Tier 1 & 2 Intervention Guide <input type="checkbox"/> FBA/BIP <input type="checkbox"/> Initial Evaluation <input type="checkbox"/> Most recent Re-Evaluation <input type="checkbox"/> IEP | Document(s) Required: <input type="checkbox"/> Tier 1 & 2 Intervention Guide <input type="checkbox"/> District Assessments <input type="checkbox"/> IRIP, if applicable <input type="checkbox"/> Initial Evaluation <input type="checkbox"/> Most recent Re-Evaluation <input type="checkbox"/> IEP |

Please check the environment(s) where data illustrates the student might require additional adult support.

- ☐ Classroom
- ☐ Unstructured settings (cafeteria, hallways, recess, etc.)
- ☐ Transportation

Visual Supports: Consider routines, daily schedule, individualized schedule adjusted to meet student individual needs and interests, schedule changes, transitions, tasks systems, visual timers, checklists, self-management systems, and prompts.

| Target Skill and baseline data | Intervention Implemented | How long has this intervention been in place? | Describe the environment(s) in which intervention was implemented | Outcome data |
|--------------------------------|--------------------------|---|---|--------------|
| | | | | |
| | | | | |
| | | | | |

Behavioral Supports: Consider positively stated expectations, posted expectations, strategies used to pre-teach, re-teach, correct and reinforce expectations, positive feedback, reinforcement is individualized, and strategies are proactive and preventative

- The student exhibits behaviors that interfere with his/her learning and the learning of others.

Describe briefly:

| Target Skill and baseline data | Intervention(s) Implemented | How long has this intervention been in place? | Describe the environment(s) in which intervention was implemented | Outcome data |
|--------------------------------|-----------------------------|---|---|--------------|
| | | | | |
| | | | | |
| | | | | |

Educational Supports: Consider strategies that support active participation, engagement, instruction is designed to support student strengths and interests, adjustments to method of output, embedded preferred activities, accommodations, materials are age appropriate; supports encourage active learning and promote independence. If the student has an IRIP, attach to this form.

| Target Skill and baseline data | Intervention(s) Implemented | How long has this intervention been in place? | Describe the environment(s) in which intervention was implemented | Outcome data |
|--------------------------------|---|---|---|--------------|
| | Whole Group: Small group: Independent Work: | | | |
| | | | | |
| | | | | |

- Briefly describe any assistive technology used by the student, level of independence with use, and success rate:

Communication: Consider a functional communication system, communication across all environments with a variety of adults and peers, strategies used to pre-teach, re-teach, correct and reinforce functional communication skills, strategies to encourage initiation, responding commenting, requesting, and making a choice

| Target Skill and baseline data | Intervention(s) Implemented | How long has this intervention been in place? | Describe the environment(s) in which intervention was implemented | Outcome data |
|--------------------------------|-----------------------------|---|---|--------------|
| | | | | |
| | | | | |
| | | | | |

- Briefly describe any assistive technology used by the student, level of independence with use, and success rate:

Peer to Peer Supports: Consider access to peers, peer prompts to student, peer knowledge and awareness, peer responses to student, meaningful interaction with peers during instructional tasks and non-instructional tasks, student's preferred interests are used to encourage interaction with peers, strategies to pre-teach, re-teach, reinforce and correct social skills.

| Target Skill and baseline data | Intervention(s) Implemented | How long has this intervention been in place? | Describe the environment(s) in which intervention was implemented | Outcome data |
|--------------------------------|-----------------------------|---|---|--------------|
| | | | | |
| | | | | |
| | | | | |

- Briefly describe the peer to peer support system in place for the target student:
- Does your team have the target student's parent/guardian consent to share information with peers?
- Briefly describe how the peers have been trained to support the student skill deficits:
- How often and who meets with peer to peer support students to discuss student support plans?

Sensory: Consider sensory needs, sensory integration across all environments with a variety of adults and peers, strategies to encourage self regulation

| Target Skill and baseline data | Intervention(s) Implemented | How long has this intervention been in place? | Describe the environment(s) in which intervention was implemented | Outcome data |
|--------------------------------|-----------------------------|---|---|--------------|
| | | | | |
| | | | | |
| | | | | |

- Briefly describe any sensory strategies implemented for this student, level of sensory need, and success rate:

- Level of Student Support Needs Matrix: Please highlight, mark or circle the box that best describes the student based upon your team data analysis.

| | Health/Personal Care | Behavior | Instructional |
|---|--|--|---|
| 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 limited 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 based upon BOSS and conducted by more than one observer. Requires more verbal prompts than typical peers to follow directions. |
| 3 | Specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health 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 in the IEP. Requires close visual supervision to implement the BIP. | Difficulty participating in large group. Requires low student/staff ratio, close adult proximity, and prompts including physical assistance to stay on task. Primarily compliant only with 1:1 directions, prompting and monitoring. Abilities and skills require strategies/adaptations not typical for class as a whole. On task less than 50% of the time with support based upon BOSS and conducted by more than one observer. |
| 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 w/ potential for injury to self or others, runs away or aggressive on a daily basis. FBA has been completed and a BIP must be implemented to allow the student to safely attend school. Staff has been trained in Crisis Prevention Intervention (CPI) and a Level III BIP has been submitted and approved by the Behavior Review Committee. | Does not participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on 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. On task less than 50% of the time with support based upon BOSS and conducted by more than one observer. |

Requesting Administrator, Please check the following assurance statements;

- ☐ The requesting team has exhausted all other least restrictive interventions.
- ☐ The requesting team has implemented and revised as needed a Health Care Plan, student support plan or Functional Behavioral Assessment and Behavior Intervention Plan.
- ☐ The student support plan or Behavior Intervention Plan addresses all Universal Supports (visual supports, behavior supports, communication, peer supports, and educational strategies).
- ☐ A minimum of 3 team members (Building Administrator is a required observer) have conducted student observations and contributed to the data collection component.
- ☐ Team members agree that the student support plan or Behavior Intervention Plan has been implemented with fidelity.
- ☐ The data collection analysis results in ratings that fall within 3 and 4 on the **Level of Student Need for Support Matrix**.
- ☐ The following documents are attached:
 - FBA/BIP
 - Initial Evaluation
 - Most recent Re-Evaluation
 - IEP
 - Student Support Plan
 - IRIP Report
 - Health Care Plan (as appropriate)

Required Signatures

| Name | Title | Agree with Request for Independence Facilitator | Disagree with Request for Independence Facilitator |
|------|----------------------------------|---|--|
| | Principal | | |
| | General Education Teacher | | |
| | Teacher Consultant | | |
| | Special Education Representative | | |

Please document any other information your team feels is necessary when considering an Independence Facilitator.

WEEKLY SCATTERPLOT

Name: _____ Week of: _____

| TIME | MONDAY DATE: | TUESDAY DATE: | WEDNESDAY DATE: | THURSDAY DATE: | FRIDAY DATE: |
|-------------|-----------------|------------------|--------------------|-------------------|-----------------|
| 8:30-8:45 | | | | | |
| 8:45-9:00 | | | | | |
| 9:00-9:15 | | | | | |
| 9:15-9:30 | | | | | |
| 9:30-9:45 | | | | | |
| 9:45-10:00 | | | | | |
| 10:00-10:15 | | | | | |
| 10:15-10:30 | | | | | |
| 10:30-10:45 | | | | | |
| 10:45-11:00 | | | | | |
| 11:00-11:15 | | | | | |
| 11:15-11:30 | | | | | |
| 11:30-11:45 | | | | | |
| 11:45-12:00 | | | | | |
| 12:00-12:15 | | | | | |
| 12:15-12:30 | | | | | |
| 12:30-12:45 | | | | | |
| 12:45-1:00 | | | | | |
| 1:00-1:15 | | | | | |
| 1:15-1:30 | | | | | |
| 1:30-1:45 | | | | | |
| 1:45-2:00 | | | | | |
| 2:00-2:15 | | | | | |
| 2:15-2:30 | | | | | |
| 2:30-2:45 | | | | | |
| 2:45-3:00 | | | | | |
| 3:00-3:15 | | | | | |
| 3:15-3:30 | | | | | |
| Totals | | | | | |

ABC Checklist

Student Name: _____ Staff completing form: _____

| Date | Time | Antecedent What was happening before the behavior occurred? | Behavior (be specific and objective) | Consequence What happened after? | Duration How long did the behavior last? |
|------|------|--|--|---|--|
| | | <input type="checkbox"/> Alone <input type="checkbox"/> With peers <input type="checkbox"/> Just ending an activity <input type="checkbox"/> Participating in group <input type="checkbox"/> Asked to do something <input type="checkbox"/> Asked/told "not to" <input type="checkbox"/> Transitioning <input type="checkbox"/> Working on academics (which one(s)? _____) <input type="checkbox"/> Being ignored <input type="checkbox"/> Given a warning <input type="checkbox"/> Return from gen. ed. class <input type="checkbox"/> Going to gen. ed. class <input type="checkbox"/> Entering Building/School/classroom <input type="checkbox"/> OTHER _____ | <input type="checkbox"/> Blurting OUT _____ <input type="checkbox"/> Not following directions <input type="checkbox"/> Disrupting class** <input type="checkbox"/> Making verbal threats** <input type="checkbox"/> Hurting self** <input type="checkbox"/> Destroying property <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Biting <input type="checkbox"/> Throwing <input type="checkbox"/> Kicking <input type="checkbox"/> Running away <input type="checkbox"/> Grabbing at others <input type="checkbox"/> Name calling _____ <input type="checkbox"/> Cursing <input type="checkbox"/> Shut down <input type="checkbox"/> Crying/ emotional <input type="checkbox"/> Sleeping <input type="checkbox"/> Left bldg/school <input type="checkbox"/> physical aggression towards others** <input type="checkbox"/> OTHER _____ | <input type="checkbox"/> Student ignored <input type="checkbox"/> Used proximity control <input type="checkbox"/> Gave a nonverbal cue <input type="checkbox"/> Gave a verbal warning <input type="checkbox"/> Changed/adjusted assgt. <input type="checkbox"/> Redirected <input type="checkbox"/> Student lost privilege/reward <input type="checkbox"/> Went to the hall <input type="checkbox"/> Sent to office <input type="checkbox"/> Suspended <input type="checkbox"/> Break within class <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Physical escort (<u>fill out additional paperwork</u>) <input type="checkbox"/> Physical management (<u>fill out additional paperwork</u>) <input type="checkbox"/> Spoke with SSW/counselor <input type="checkbox"/> Parent contacted <input type="checkbox"/> Discussion with student <input type="checkbox"/> Loss of rewards. <input type="checkbox"/> Class Mgt Plan <input type="checkbox"/> Choices <input type="checkbox"/> Sensory Break <input type="checkbox"/> Alternative Setting <input type="checkbox"/> OTHER | <input type="checkbox"/> <1 minute <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-10 minutes <input type="checkbox"/> 10-30 min. <input type="checkbox"/> 1/2 – 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours |

How Many Times Count Chart

The purpose of this chart is to count high frequency behaviors to get an accurate count of the number of times the behavior is occurring in a given time frame (usually during a given class period or at a particular time of the day--not the entire day). If you need assistance with this form your building TC and/or School Social Worker are available for guidance.

Student _____

Class or Time Period: _____

Describe behavior being monitored: _____

Cross out a number each time the behavior occurs on that day or during the particular class or time period.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| 16 | 16 | 16 | 6 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| 11 | | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| 11 | | | | | | | | | | | |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Dates: _____

Adapted from Shae & Bauer (1986)

Classroom Environment and Teaching Assessment (CETA)

Observer: _____ Date / Time: _____

District / Building: _____ Teacher / Grade: _____

The purpose of this tool is to assess the implementation of evidence-based classroom practices that provide a solid foundation for learning for students with disabilities. Instructional teams should use the tool in a collaborative manner by having the classroom staff complete a self-assessment and a qualified observer complete an assessment based on observation. Teams can then discuss items of disagreement and identify areas for classroom improvement. This tool is not intended to be used to evaluate teachers nor should it be the sole source for program or classroom evaluation or decision making. A combination of other information including progress monitoring of IEPs, other program assessment tools, and program outcome data should be used for a total program evaluation.

3 = Evident: Quality indicator in place (>90% / of opportunities) with strong implementation fidelity: Coaching support needed for sustainability only.

2 = Inconsistent: Quality indicator partially in place (50-90% / of opportunities) and needs improvements in implementation fidelity / consistency.

1 = Emerging: Quality indicator minimally in place (20-50% / of opportunities). The effective practice is not occurring systematically enough to impact learning.

0 = Not Evident: Quality indicator is not in place (<20% of opportunities).

R = Reported: Items was not observed but rather reported by staff

N = No opportunity to observe for this quality indicator.

| Evidence-Based Practice Area | Quality Indicator / Performance Target | Check One | | | | | |
|---|--|-----------|---|---|---|---|---|
| | | 3 | 2 | 1 | 0 | R | N |
| Visual and Organizational Supports | 1. Classroom Arrangement and Routines cue expected behavior (e.g. arrival, lunch and dismissal procedures, homework bin, reading area, agenda on the whiteboard). | | | | | | |
| | 2. Daily Schedule is clear (i.e. easy to understand), consistent, predictable and posted and includes a mix of independent and interactive activities. | | | | | | |
| | 3. Individual Visual Schedules reflect student skills, needs, and abilities (e.g. icons are used if student doesn't read) and include preferred interests or activities ; Schedules are reviewed at the beginning of the day and used at each transition. | | | | | | |
| | 4. Schedule Changes are highlighted with as much advance notice as possible to prepare students for change; Students are actively taught coping strategies to manage change and reduce anxiety during changes (e.g., use of a change card, calming strategies). | | | | | | |
| | 5. Transitions in the Classroom: Students are prepared for classroom transitions with predictable activities, signals, or cues, and staff either has materials ready for each activity to minimize wait time and/or they use wait time to explicitly teach and practice skills. | | | | | | |
| | 6. Individualized Visual Supports, Prompts, and Systems (e.g. work / task systems, visual timers, procedure lists, checklists, self-management systems) are used to enhance understanding of verbal instruction, increase independence in task completion and reduce problem behavior. | | | | | | |
| Positive Behavioral Interventions and Supports | 7. Positively Stated Behavioral Expectations are clear (i.e. easy to understand), posted, pre-taught and regularly reviewed; Error correction procedures are used when expectations are not followed (e.g. model the appropriate behavior; have student practice correct behavior). | | | | | | |
| | 8. Positive Feedback for acceptable behavior is provided more frequently than negative or corrective feedback. | | | | | | |
| | 9. Reinforcers: Individualized, varied reinforcers are used to promote student motivation, engagement, and independence in task routines and activities. | | | | | | |
| | 10. Proactive and Preventive Strategies are used to prevent negative behaviors (e.g. visual prompts and supports, consistent visual schedule, seating arrangements, choice-making opportunities, first-then charts). | | | | | | |
| | 11. Taking a Break: Break procedures are clearly specified and students are explicitly taught to take a break when needed; A break card is used to prompt and assist students to initiate and independently take a break; Break activities serve to calm the student, but are not inherently reinforcing. | | | | | | |

| Evidence-Based Practice Area | Quality Indicator / Performance Target | Check One | | | | | |
|---|---|-----------|---|---|---|---|---|
| | | 3 | 2 | 1 | 0 | R | N |
| Positive Behavioral Interventions and Supports, cont. | 12. Response to Inappropriate Behavior: Adults consistently and promptly follow-through with planned non-reinforcing responses for challenging behavior using non-emotional, and non-punitive interventions; Adults limit talking when students are stressed or agitated. | | | | | | |
| | 13. Positive Behavioral Intervention and Support Plans and crisis plan strategies are identified and implemented as written; Plans are developed based on functional behavioral assessment data and include proactive strategies to prevent challenging behavior, strategies for teaching alternative behaviors (e.g. coping and communication skills), and response strategies for challenging behavior. | | | | | | |
| Educational Strategies and Supports | 14. General Education Access: Students with a disability have daily core-content academic opportunities in general education. | | | | | | |
| | 15. General Education Participation: <ul style="list-style-type: none"> Students with a disability are active participants in the general education classroom; As the instructional leader, the classroom teacher includes students with a disability in classroom activities by initiating and directing questions and providing feedback; Students with a disability follow classroom routines alongside typical peers. | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | 16. Engagement and Active Learning: Multiple strategies, including differentiated instruction and output, embedded preferred interests, and accommodations are used to enhance student engagement and active learning within meaningful instructional activities. | | | | | | |
| | 17. IEP Goals are embedded within daily activities and are targeted in multiple environments to assure generalization and maintenance; Progress on goals is regularly assessed; Goals address life-long skills that promote independence and quality of life including participation in routines, social-communication skills, leisure, community access, organizational skills, and self-management. | | | | | | |
| | 18. Age-Appropriate Activities: Classroom activities and materials are age-appropriate and consistent with those used for typical peers. | | | | | | |
| | 19. Academic Progress is regularly monitored and changes to programming are based on data. | | | | | | |
| Functional Communication Systems & Supports | 20. Learning Opportunities are integrated across subjects and assignments; Time is used efficiently (e.g., students may begin other activities if they finish an assignment early; repetitive tasks are minimized and used only for developing fluency). | | | | | | |
| | 21. Communication Systems: Students have access to and are supported in utilizing a functional communication system in all school environments; Communication occurs across the day with a variety of partners (adults and peers). | | | | | | |
| | 22. Communicative Interactions: Adults create and expand opportunities for conversation and other communicative interactions with adults and peers in all activities. | | | | | | |
| | 23. Behavior as Communication: Adults consistently respond to both conventional and unconventional (e.g., yelling) communication attempts; Unconventional communication attempts are paired with a functional communication equivalent. | | | | | | |
| | 24. Forms of Communication: Active teaching and prompting of various forms of communication is used throughout the day during each activity, including initiation, responding, commenting, requesting, choice-making, and answering “yes” / “no.” | | | | | | |

NOTES:

| Evidence-Based Practice Area | Quality Indicator / Performance Target | Check One | | | | | |
|---|--|-----------|---|---|---|---|---|
| | | 3 | 2 | 1 | 0 | R | N |
| Peer to Peer & Social Supports | 25. Peer Training & Support: <ul style="list-style-type: none"> Peers receive information about disabilities and are supported to develop appropriate, respectful interactions with their classmates with a disability; Staff members may prompt or support initiations by peers, but interactions are not directed by adults, and staff is not an intermediary or voice for the student with a disability. | | | | | | |
| | 26. Peer Interactions: Students with a disability have frequent, meaningful interactions with peers in instructional activities (e.g., group activities in the classroom, P.E. class) and non-instructional activities (lunchtime, clubs, passing time in the hallway). | | | | | | |
| | 27. Case Conferences: Peers have weekly opportunities to discuss their experiences with students with ASD and develop solutions to challenging situations. | | | | | | |
| | 28. Medium of Exchange: Mediums of exchange (preferred interests of students with disabilities) are used to promote effective interaction with typical peers. | | | | | | |
| | 29. Social Skills Instruction: <ul style="list-style-type: none"> A range of evidence-based strategies (e.g. visual supports, imitation, prompting) are used to teach social skill development based on individual student needs; Staff assures that skills are taught and maintained in natural environments. | | | | | | |
| Adult / Student Interactions | 30. Adult Interactions: Adult interactions with students are positive and enthusiastic. | | | | | | |
| | 31. Respectful Communication: Adults communicate respect for students by interacting in a chronologically age-appropriate manner; Staff members do not talk about students in front of them, but rather include them in conversations or have their conversations in private. | | | | | | |
| | 32. Adults Focus on Students: Adult time in the classroom is spent teaching and supporting students; Unnecessary and irrelevant social conversation between adults is minimal. | | | | | | |
| | 33. Adults Support Independence and Engagement: Adults actively teach and promote independence in all routines and activities and communicate high academic and behavioral expectations that promote student engagement. | | | | | | |
| | 34. Adults Support Participation and Learning: Adults use clear and concise verbal language paired with visual supports to convey essential instructional information, make requests, give directions, redirect off-task behavior, and encourage participation. | | | | | | |
| Data Collection | 35. Systematic Data Collection: A systematic data collection process is utilized and includes data on engagement, independence, socialization, communication, and behavioral challenges. | | | | | | |
| | 36. Progress on IEP Goals: A data collection system is used to regularly collect data on IEP goal progress. | | | | | | |
| | 37. Training: Staff members are trained to accurately collect and analyze data on goals and behaviors. | | | | | | |
| | 38. Data-Based Decision-Making: Data is used to make changes to classroom or student interventions. | | | | | | |
| | 39. Data Analysis: Data is organized, visually depicted (e.g. graphed) and reviewed at regularly scheduled meetings. | | | | | | |

NOTES:

START Classroom Practices Checklist

| Visual and Organizational Supports | |
|---|------------------|
| Best Practices | Observation Data |
| Classroom Arrangement: Classroom arrangement and routines cue expected behavior (e.g. homework bin, small group work, reading area, break area, etc). | |
| Daily Schedule: A clear, consistent, predictable, posted daily schedule is used that includes (a) engaging, age appropriate activities; (b) both preferred & less-preferred activities; (c) a balance between work & break/leisure activities; (d) a mix of adult-directed student initiated activities and (e) a balance between movement & sitting activities. | |
| Individual Schedule: individual visual schedules accurately reflect student skills, preferences, needs, and abilities (e.g. length of time spent working/participating in a group activity is individualized to student attention span); individual visual schedules are previewed at the beginning of the day and are used at each transition or reviewed regularly during the day. | |
| Transitions in the Classroom: Students are prepared for classroom transitions with predictable activities, signals, or cues. Classroom staff have materials ready for the next activity to minimize waiting time and/or they use wait time to teach and practice skills. | |
| Schedule Changes: Changes in schedules are highlighted with as much advance notice as possible to prepare students for change; Students are actively taught coping strategies to manage change and reduce anxiety (e.g. use of a change card, calming strategies) | |
| Visual Supports to Improve Understanding & Participation: Adults use clear and concise verbal language paired with visual supports to convey essential instructional information, make requests, give directions and encourage participation. | |

| | |
|---|--|
| <p>Individualized Visual Supports: Individualized visual support systems (e.g. work/task systems, visual timers, procedure lists, checklists, self-management systems, etc) are used to increase independence in task completion and reduce problem behavior.</p> | |
| <p>Expectations: Clear, positively stated expectations for student behavior are posted and pre-taught; Expectations are reviewed with students and when behavioral errors occur, students are prompted to demonstrate the appropriate behavior.</p> | |
| <p>Positive Feedback: Positive feedback for acceptable behavior is provided 5 times more frequently than negative or corrective feedback.</p> | |
| <p>Reinforcers: Individualized, varied reinforcers are used to promote student motivation, engagement, and independence in task routines and activities.</p> | |
| <p>Proactive and Preventive Strategies: Proactive strategies are used to prevent negative behaviors (e.g, visual supports, consistent schedules, choice-making opportunities, first-then charts, etc.).</p> | |
| <p>Teaching Break: There is distinct space in the room or in a designated location nearby for breaks / calm down time and students are explicitly taught to use this area when needed; Adults provide visual supports to assist students to initiate breaks or independently move to the calming area.</p> | |
| <p>Response to Inappropriate Behavior: Adults consistently and promptly follow-through with planned responses for inappropriate behavior; Responses are non-verbal, non- emotional, and non-punitive; Adults limit talking when students are stressed or agitated.</p> | |
| <p>Behavior Support Plans: Positive behavioral intervention and support plans and crisis plan strategies are identified and implemented; Plans address inappropriate behavior based on function and include coping strategies and new communication skills that adults will teach to students.</p> | |

| | |
|---|--|
| General Education Access: Students with ASD have daily core-content academic opportunities in general education; Classroom staff support student participation and engagement by providing differentiated output options in all content areas where support is needed. | |
| General Education Participation: Students with ASD are active participants in the general education classroom. As the instructional leader, the classroom teacher includes students with ASD in classroom activities by initiating and directing questions and feedback to students with ASD; Students with ASD follow classroom routines alongside typical peers. | |
| Attention and Redirection: Student attention is consistently captured and directed to instruction; Staff responds to off-task behavior in a timely manner by redirecting, rather than using reprimands. | |
| Engagement and Active Learning: Multiple strategies, including differentiated instruction and output, embedded preferred interests, and accommodations are used to enhance student engagement and active learning. | |
| IEP Goals: IEP goals are embedded within daily activities and are evident in multiple environments to assure generalization and maintenance; Goals target lifelong skills that promote independence and quality of life including participation in routines, social-communication skills, leisure, community access, organizational skills, and self-management. | |
| Age-Appropriate Activities: Classroom activities and materials are age-appropriate and consistent with those used for typical peers. | |
| Academic Progress: Students spend classroom time engaged in meaningful instruction that promotes academic progress; progress is regularly assessed. | |
| Learning Opportunities: Learning opportunities are integrated across subjects and assignments; Time is used efficiently | |

| | |
|---|--|
| (e.g., students may begin other activities if they finish an assignment early in order to minimize non-productive time in the classroom). | |
| Evidence-Based Practices: Instructional methods consist primarily of evidence-based practices. | |
| Prompting: A prompt hierarchy is used in teaching, and systematic fading of prompts is used to reduce adult dependency and increase student independence. | |
| Communication Systems Across Environments: Students engage with functional communication systems across all environments (e.g., classroom, hallways, cafeteria) and partners (adults and peers). | |
| Communicative Interactions: Adults create and expand opportunities for conversation and other communicative interactions with adults and peers in all activities; Adults consistently respond to both conventional and unconventional (e.g., yelling) communication attempts; Unconventional communication attempts are paired with a functional communication equivalent. | |
| Forms of Communication: Active teaching of various forms of communication is used throughout the day during each activity, including initiation, responding, commenting, requesting, choice-making, and answering “yes” / “no”. | |

Step 2

Step two begins when the team has worked through the “step one” checklist and has agreed that all Tier 1 have been implemented with fidelity and exhausted. The MCISD Teacher Consultant assigned to the building is available to support the team through this step of the process. Please note: It is important that step two observational data is collected by someone trained in diagnostic observations and/or is familiar in using the Behavioral Observations of Students in Schools ([BOSS](#)), when the BOSS is being used to look at academic engagement. When team members who do not regularly work with the student or provide service to the student (such as a school psychologist) will conduct formal observations, it is recommended that the parent/guardian provide written consent.

Step Two

*All forms needed for this step are included in this section as well as the Resources section.

- ☐ Update [MCISD Request for Independence Facilitator Form](#) started in Step 1.
- ☐ Team meets to review data analysis and any other additional information that is necessary. If step one was successful and the area of concern is no longer in question, the team will discontinue meeting.
- ☐ Team develops student support plan using Tier 2 interventions and creates timeline for implementation (minimum 4-6 weeks). See [Tier 2 Interventions](#) for behavior & academics in resources folder.
- ☐ Team assigns personnel to conduct observations using the data collection procedure and schedules a follow-up meeting within 4 to 6 weeks of implementation to analyze data collection results. ([BOSS](#) should be used for at least one observation)
- ☐ Team reviews and revises plans as necessary.

Behavior of Students in School (BOSS)

Demographics

| | | |
|------------------------|----------------------|--------------------|
| Student: | ID# | Date: |
| School: | Grade: | DOB: |
| Exceptionality: | Medical Dx: | Medications |
| Teacher: | Case Manager: | Informant: |
| Team: | | |

Setting: _____

Legend: (SmGp) Small group (LgGp) Large group (ISW) Independent Seatwork
 (AET) Actively engaged in task (PET) Passively engaged in task (TDI) Teacher directed instruction
 (OFT-M) Off task / motor (OFT-V) Off task / verbal (OFT-P) Off task / passive

| Moment | 1 | 2 | 3 | 4 | 5* | 6 | 7 | 8 | 9 | 10* | 11 | 12 | 13 | 14 | 15* | S | P | T |
|---------|---|---|---|---|----|---|---|---|---|-----|----|----|----|----|-----|---|---|---|
| AET | | | | | | | | | | | | | | | | | | |
| PET | | | | | | | | | | | | | | | | | | |
| Partial | | | | | | | | | | | | | | | | | | |
| OFT-M | | | | | | | | | | | | | | | | | | |
| OFT-V | | | | | | | | | | | | | | | | | | |
| OFT-P | | | | | | | | | | | | | | | | | | |
| TDI | | | | | | | | | | | | | | | | | | |

| Moment | 16 | 17 | 18 | 19 | 20* | 21 | 22 | 23 | 24 | 25* | 26 | 27 | 28 | 29 | 30* | S | P | T |
|---------|----|----|----|----|-----|----|----|----|----|-----|----|----|----|----|-----|---|---|---|
| AET | | | | | | | | | | | | | | | | | | |
| PET | | | | | | | | | | | | | | | | | | |
| Partial | | | | | | | | | | | | | | | | | | |
| OFT-M | | | | | | | | | | | | | | | | | | |
| OFT-V | | | | | | | | | | | | | | | | | | |
| OFT-P | | | | | | | | | | | | | | | | | | |
| TDI | | | | | | | | | | | | | | | | | | |

| Moment | 31 | 32 | 33 | 34 | 35* | 36 | 37 | 38 | 39 | 40* | 41 | 42 | 43 | 44 | 45* | S | P | T |
|---------|----|----|----|----|-----|----|----|----|----|-----|----|----|----|----|-----|---|---|---|
| AET | | | | | | | | | | | | | | | | | | |
| PET | | | | | | | | | | | | | | | | | | |
| Partial | | | | | | | | | | | | | | | | | | |
| OFT-M | | | | | | | | | | | | | | | | | | |
| OFT-V | | | | | | | | | | | | | | | | | | |
| OFT-P | | | | | | | | | | | | | | | | | | |
| TDI | | | | | | | | | | | | | | | | | | |

| Moment | 46 | 47 | 48 | 49 | 50* | 51 | 52 | 53 | 54 | 55* | 56 | 57 | 58 | 59 | 60* | S | P | T |
|---------|----|----|----|----|-----|----|----|----|----|-----|----|----|----|----|-----|---|---|---|
| AET | | | | | | | | | | | | | | | | | | |
| PET | | | | | | | | | | | | | | | | | | |
| Partial | | | | | | | | | | | | | | | | | | |
| OFT-M | | | | | | | | | | | | | | | | | | |
| OFT-V | | | | | | | | | | | | | | | | | | |
| OFT-P | | | | | | | | | | | | | | | | | | |
| TDI | | | | | | | | | | | | | | | | | | |

| Target Student | | | | | *Peer Comparison | | | | |
|----------------|---------|--|---------|--|------------------|--|---------|--|-----------|
| Total | S-AET | | % AET | | S-AET | | % AET | | Total |
| Intervals | S-PET | | % PET | | S-PET | | % PET | | Intervals |
| Observed | S-OFT-M | | % OFT-M | | S-OFT-M | | % OFT-M | | Observed |
| | S-OFT-V | | % OFT-V | | S-OFT-V | | % OFT-V | | |
| | S-OFT-P | | % OFT-P | | S-OFT-P | | % OFT-P | | |

Coding Academic Engagement

(Behavioral Observation of Students in Schools ~ BOSS: Pearson)

Coding On Task Behavior: Each of these behaviors is recorded as a momentary time sample. At the beginning of each cued interval, the observer looks at the targeted students and determines whether the students are on task.

| Active Engaged Time (AET) | Passive Engaged Time (PET) |
|--|---|
| <p>Active engaged time (AET) is defined as those times when the student is actively attending to the assigned work. Examples of AET include:</p> <ul style="list-style-type: none"> *Writing *Reading aloud *Raising a hand *Talking to the teacher about the assigned material *Talking to a peer about the assigned material <p>AET should not be scored if the student is:</p> <ul style="list-style-type: none"> *Talking about non-academic material (verbal off task) *Walking to the worksheet bin (motor off task) *Calling out (verbal off task) unless it is considered an appropriate response style for that classroom *Aimlessly flipping the pages of a book (motor off task) *Engaging in any other form of off-task behavior | <p>Passive engaged time (PET) is defined as those times when the student is passively attending to assigned work. Examples of PET include:</p> <ul style="list-style-type: none"> *Listening to a lecture *Looking at an academic worksheet *Silently reading assigned material *Looking at the blackboard during teacher instruction *Listening to a peer respond to a question <p>PET should not be scored if the student is:</p> <ul style="list-style-type: none"> *Aimlessly looking around the classroom (passive off task) *Silently reading unassigned material (passive off task) *Engaging in any other form of off task behavior |

Coding Off-Task Behaviors : Each of these behaviors is recorded as a momentary time sample. At the beginning of each cued interval the observer looks at the targeted student: determines whether the student is off task when a student is not engaged in academic behavior, three possible categories of off-task behavior are coded.

| Off-Task Motor (OFT-M) | Off-Task Verbal (OFT-V) | Off-Task Passive (OFT-P) |
|---|---|---|
| <p>Off-task motor behaviors (OFT-M) are defined as any instance of motor activity that are not directly associated with an assigned academic task. Examples OFT-M include:</p> <ul style="list-style-type: none"> *Engaging in any out-of-seat behavior *Aimlessly flipping the pages of a book *Manipulating objects not related to the Academic task (e.g. playing with a paperclip, throwing paper, twirling a pencil) *Physically touching another student when not related to an academic task *Bending or reaching, such as picking up a pencil on the floor *Drawing or writing not related to an assigned academic activity *Turning around in seat, oriented away from the classroom instruction *Fidgeting in seat (i.e. engaging in repetitive motor movements for at least 3 consecutive seconds) while not on task <p>OFT-M should not be scored if the student is:</p> <ul style="list-style-type: none"> *Laughing at a joke told by another student *Swinging feet or fidgeting while working on assigned material (AET or PET) | <p>Off-Task verbal behaviors (OFT-V) are defined as any audible verbalizations that are not permitted and/or not related to an assigned academic task. Examples of OFT-V include:</p> <ul style="list-style-type: none"> *Making any audible sound, such as whistling, humming, forced burping *Talking to another student about issues unrelated to an assigned academic task *Making unauthorized comments or remarks *Calling out answers to academic problems when the teacher has not specifically asked for an answer or permitted such behavior <p>OFT-V should not be scored if the student is:</p> <ul style="list-style-type: none"> *Laughing at a joke told by the teacher *Talking to another student about the assigned academic work during cooperative learning group (AET) *Calling out the answer to a problem when the teacher has permitted such behavior during instruction (AET) | <p>Off-task passive behaviors (OFT-P) are defined as those times when a student is passively not attending to an assigned academic activity for a period of at least 3 consecutive seconds. Included are those times when a student is quietly waiting after the completion of an assigned task, but is not engaged in an activity authorized by the teacher. Examples of OFT-P behavior include:</p> <ul style="list-style-type: none"> *Sitting quietly in an unassigned activity *Looking around the room *Staring out the window *Passively listening to other students talk about issues unrelated to the assigned academic activity <p>In addition, OFT-P should not be scored if the student is:</p> <ul style="list-style-type: none"> *Quietly reading an assigned book (PET) *Passively listening to other student talk about the assigned work in a cooperative learning group |

BOSS Observation Codes

On-task behavior subdivided:

- Actively Engaged Time (AET)
- Passively Engaged Time (PET)

Off-task behavior subdivided:

- Off-Task Motor (OFT-M)
- Off-Task Verbal (OFT-V)
- Off-Task Passive (OFT-P)
- Teacher Directed Instruction (TDI)

Keys to Good Observations

- Accurately represents the child's behavior at the time of the observation & at other times of the day
- Situation in which behaviors was observed represent where the problems tend to occur
- Always ask teacher whether the behavior seen that day was typical for the student

How much observation is needed?

- Good Rule of Thumb: 3 observations
- Accurate observations require at least 10-15 minutes
- Optimally observations should be: • 20-30 minutes
- Observations should be repeated over 2-3 days
- Across different types of academic settings (e.g., ISW in reading, small-group in math, large-group in science, etc.)

Before Observing in the Classroom

- Contact the teacher to arrange the best time to observe the student
- Familiarize yourself with the daily schedule, routine, & physical layout of the classroom
- Clear view of student, but not obtrusive
- Meet briefly with teacher to learn about classroom rules or procedures that may be in effect during the observation
- Observer should minimize any interactions with students or the teacher during the observation period

Time Sampling

- 1 observation of each behavior per interval (15 seconds)

Momentary: Codes: AET & PET: At the start/beginning of each interval observer determines whether the student is on-task

- Partial interval: Codes: OFT-M, OFT-V, OFT-P, & TDI: If any of these behaviors occur at any point during the interval, mark the appropriate box.
- Exception is OFT-P: need to be OFT-P for 3 consecutive seconds within the interval before can record it
- Every 5th Interval Record Behaviors for TDI & Comparison Peer

Plan for Choosing Comparison Peers

- Every 5th interval collect information on comparison peers
- Data for peer observations combined to form peer comparison total

Selection of peers

- Before observation decide sequence of peer comparison observations
- Example: Start in the front left of the classroom & observe a different peer every 5th interval, moving down the row and then from back to front clockwise or counterclockwise
- Important to have an observation plan throughout before beginning the observation of the target student

[SCHOOL BUILDING INFORMATION HERE]

Informed Consent for Information Gathering

Student: _____ DOB: _____ Grade: _____

Explanation of Consultation/Information Gathering

The Student Assistance Team (SAT) and/or IEP team at _____, which includes general education teachers, special education teachers, school psychologist, school social worker, speech and language pathologist, and other support staff, work together to help students succeed academically, socially, and emotionally. The teams examine issues that may be contributing to student difficulties and works in collaboration with all school staff to find solutions to support each student.

In order to provide consultation from the team to your child, informed parental consent is necessary. The information provided below describes the types of information gathering being recommended for your child. Your signature on this document indicates that you understand and consent to this consultation and give permission for the requested information gathering. A consultation is designed to collect information to create recommendations for parents and teachers in regards to instruction and behavior management.

Reason for Request:

Nature of Information Gathering being Proposed:

| | |
|--|--|
| | Classroom Observations |
| | Academic Evaluation; In the following areas: _____ |
| | Behavior Rating Scales |
| | Other (Specify): |

Confidentiality:

Information provided for this consultation is protected, and the sharing of that information is limited to those school staff having a direct educational interest in your child. You have the right to review your child's educational records. In addition, your consent is required to release information to anyone outside of _____, including physicians and other caretakers.

Please complete the following form to indicate your consent or refusal to this request.

☐ No I do not give consent. Please Explain:

☐ Yes I give consent for the above listed information gathering/consultation being requested.

Parent Signature

Printed Name

Date

Should you have any additional questions about the type or purpose of the consultation, please contact _____ at _____.

Step 3

Step three should be completed after formal observations by MCISD and local district staff have been completed and documented. In order to determine that all universal supports have been exhausted and implemented with fidelity the team will need to come together to review and analyze data.

Step Three

*All forms needed for this step are included in this section as well as the Resources section.

- ☐ Update [MCISD Request for Independence Facilitator](#) Form started in Step 1 as appropriate.
- ☐ Team determines whether all supports, strategies, and classroom interventions have been exhausted.
- ☐ Coordinate a staffing to include building social worker, school psychologist, teacher consultant, speech, and/or occupational therapy and fill out the [Checklist of Existing Environmental Supports](#).
- ☐ Review and revise plans as needed. If the team determines that more individualized supports should be implemented, the team will schedule a follow up meeting after another 4-6 weeks of implementation.

CHECKLIST OF EXISTING ENVIRONMENTAL SUPPORTS

| | |
|--|---|
| Student: _____ DOB: _____ Eligibility: _____ | Teacher: _____ Program/School: _____ |
| Completed by: _____ Title: _____ Date: _____ | |

SUGGESTIONS/NEXT STEPS:

A. Classroom Schedule: *Is there a posted classroom schedule?* ☐ YES (if "YES", complete table ↓) ☐ NO

| |
|--|
| The following elements are included in the classroom schedule (<i>check <u>all</u> that apply</i>): <input type="checkbox"/> Times <input type="checkbox"/> Students <input type="checkbox"/> Locations <input type="checkbox"/> Activities <input type="checkbox"/> Staff Names |
| The schedule is (<i>check <u>one</u></i>): <input type="checkbox"/> AM/PM <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Other _____ |
| I have attached a sample schedule: <input type="checkbox"/> YES <input type="checkbox"/> NO |

B. Individual Schedule: *Is there an individual student schedule?* ☐ YES (if "YES", complete table ↓) ☐ NO

| |
|--|
| Student uses the following format for individualized schedule (<i>check <u>all</u> that apply</i>): <input type="checkbox"/> Object <input type="checkbox"/> Icon <input type="checkbox"/> Picture <input type="checkbox"/> Photograph <input type="checkbox"/> Word |
| Student ability to follow the schedule (<i>check <u>one</u></i>): <input type="checkbox"/> Independent <input type="checkbox"/> With indirect verbal or gestural prompts <input type="checkbox"/> With physical prompts <input type="checkbox"/> Inconsistent <input type="checkbox"/> With direct verbal prompts |
| Student use of the schedule (<i>check <u>one</u></i>): <input type="checkbox"/> Student carries schedule <input type="checkbox"/> Student goes to schedule board <input type="checkbox"/> Teacher carries & shows schedule <input type="checkbox"/> Student uses transition cards <input type="checkbox"/> Inconsistent |
| Room is arranged with structure to correlate with tasks on schedule (<i>check <u>all</u> that apply</i>): <input type="checkbox"/> Area for one-on-one work <input type="checkbox"/> Area for group work <input type="checkbox"/> Area for independent work <input type="checkbox"/> Area for leisure <input type="checkbox"/> Not applicable |
| I have attached a sample individual schedule: <input type="checkbox"/> YES <input type="checkbox"/> NO |

SUGGESTIONS/NEXT STEPS:

C. Curriculum & Instruction (*differentiation*):

| |
|---|
| 1. The materials and activities are <i>differentiated</i> for the student's: |
| Chronological age: <input type="checkbox"/> YES <input type="checkbox"/> NO <i>Please describe:</i> _____ _____ _____ |
| Ability level: <input type="checkbox"/> YES <input type="checkbox"/> NO <i>Please describe:</i> _____ _____ _____ |
| Interest level: <input type="checkbox"/> YES <input type="checkbox"/> NO <i>Please describe:</i> _____ _____ _____ |
| 2. The following curricular domains are included in the student's program (<i>check <u>all</u> that apply</i>): <input type="checkbox"/> Communications <input type="checkbox"/> Social Skills <input type="checkbox"/> Pre-vocational <input type="checkbox"/> Academics <input type="checkbox"/> Recreation/leisure <input type="checkbox"/> Self-care <input type="checkbox"/> Motor skills/mobility <input type="checkbox"/> Domestic skills |
| 3. List equipment or devices used/available that may relate to the need for assistance. <i>(May be low incidence equipment or assistive technology device)</i> <i>Please describe:</i> _____ _____ _____ |
| 4. What is one activity that is <u>challenging</u> for the student? _____ <i>Please describe:</i> _____ _____ _____ |
| Is a Task Analysis Form appropriate (if yes, please attach): <input type="checkbox"/> YES <input type="checkbox"/> NO |

D. Behavior Support:

Are there problem behavior(s) interfering with the learning process for the student or others?

☐ YES (If “YES,” answer questions below.) ☐ NO

Brief description of problem behavior(s): _____

Where behavior(s) typically occur: _____

When behavior(s) typically occur: _____

1. Student has a Positive Behavior Support Plan/Behavior Intervention Plan:

☐ YES (if “YES”, answer questions 2-5 below ↓)

☐ NO

2. Behavior plan is based on a Functional Behavioral Analysis (FBA):

☐ YES

☐ NO

☐ In the process

☐ Needs to initiate

3. How effective is the plan in addressing the student’s needs:

☐ Very

☐ Moderately

☐ Mildly

☐ Not at all

4. Anticipated level of support to implement plan (i.e. frequency of reinforcement, prompting, redirection)

Please describe: _____

5. Existing supports for plan implementation (i.e. self-monitoring, other adult)

Please describe: _____

I have attached a Behavior Support Plan/Behavior Intervention Plan: ☐ YES ☐ NO

E. Current data systems and collection of data: ☐ YES (if “YES”, complete table ↓) ☐ NO

1. Data records include: ☐ Date ☐ Level of progress ☐ Task ☐ Level of independence (prompting needed)

2. Data is collected: ☐ Daily ☐ Weekly ☐ Monthly ☐ Other _____

3. Data is summarized: ☐ Graphed ☐ Written Narrative ☐ Other _____

I have attached a sample data collection sheet: ☐ YES ☐ NO

SUGGESTIONS/NEXT STEPS:

F. Planning Team meetings:

| |
|---|
| Are Team meetings held? (<i>formal or informal meetings to problem solve</i>) ____ Yes (If “Yes”, answer questions below) ____ No |
| 1. Meetings are held: <input type="checkbox"/> Daily <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Weekly <input type="checkbox"/> Not applicable <input type="checkbox"/> Monthly <input type="checkbox"/> Needed |
| 2. Meetings include: <input type="checkbox"/> Parent(s) <input type="checkbox"/> Special education teacher <input type="checkbox"/> General education teacher <input type="checkbox"/> Aide <input type="checkbox"/> Principal <input type="checkbox"/> Speech Therapist <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Other _____ |
| I have attached a team meeting format. <input type="checkbox"/> YES <input type="checkbox"/> NO |

G. Layout of setting where supports may be needed.

| |
|--|
| I have attached a diagram of the arrangement of furniture, small group instruction area(s), and/or equipment of the classroom or other setting: <input type="checkbox"/> YES <input type="checkbox"/> NO |
|--|

H. Check and describe other supports currently provided.

| |
|---|
| <input type="checkbox"/> Training for instructional staff _____ |
| <input type="checkbox"/> Consultation for the classroom staff _____ |
| <input type="checkbox"/> In-classroom coaching _____ |
| <input type="checkbox"/> Other _____ |

I. Form Summary:

| |
|---|
| <p><i>Please summarize from this form components that need to be developed/implemented and/or where further training/consultation/coaching may be needed before considering need for additional adult support (see notes from “suggestions/next steps”).</i></p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|

Step 4

Step four is the final step before all paperwork is submitted to the Regional Director of Special Education for approval. At this point, the team will need to come together to: ensure that all required documents are complete; review and analyze new/additional data; decide if all members are in agreement that an Independence Facilitator is a necessary support for the student to access general education curriculum.

Step Four

*All forms needed for this step are included in this section as well as the Resources section.

- ❑ Team completes the [MCISD Request for Independence Facilitator](#) (Started in Step 1) and submits the signed form along with required documents to the Regional Director of Special Education.
- ❑ The Regional Director of Special Education will review the request and contact appropriate personnel to arrange for consultation, an observation or to schedule a team meeting as appropriate based upon the nature of the request.
 - ❑ The number of consultations and/or observations and subsequent meetings will vary from case to case.

Step 5

Once the Regional Director of Special Education has approved the addition of an Independence Facilitator for an individual student, the team will need to reconvene to determine more specifically what that support will look like (see [Independence Facilitator Planning Tool](#) and [Student Support Tool](#)). Additionally, the team will need to identify staff training needs so that the plan is successful and aims to teach the student skills that he/she will need in order to be successfully independent.

Step Five

*All forms needed for this step are included in this section as well as the Resources section.

- ❑ The Regional Director of Special Education will consult with the team to determine whether or not additional information is needed to determine the need for additional adult support.
- ❑ Upon approval, the team will meet to develop a [Student Support Tool \(SST\)](#) plan to implement additional adult support including the [roles and responsibilities](#) of the teacher, Independence Facilitator, and other team members. The plan should also address any [training needs](#) for staff or students.
- ❑ The team will hold an [IEP](#) or Amendment to an IEP to address additional adult support.
- ❑ Following the addition of adult support, the team will continue to review the need for additional adult support and potentially a plan for [fading](#). The team will revisit data collection and student support tool at least annually.
- ❑ The team will assign dates, times and personnel to conduct observations and collect data samples.

Student Support Tool (SST)

Student Name:

Date:

Grade:

Building:

Team Members:

Student Strengths:

-

Anticipated Needs:

- Use this section to make a list of anticipated needs for the student that are more general. Not specific to a particular class or time of day.

| Student Schedule/ Daily Activities | Expectations & Instructional Demands of all students | What is the student's present level of performance? | Adult Role(s), Responsibility & Strategies | Person Responsible |
|---------------------------------------|---|---|--|---------------------------------------|
| Example: Math | <p>"What is every student in the class expected to do?"</p> <p>Example:</p> <ul style="list-style-type: none"> Lesson begins with whole group instruction. Students sitting on carpet near smartboard Students transition into independent work at their seat Follow oral directions throughout the lesson | <p>"What is the inclusion student capable of doing?"</p> <p>"What will the inclusion student need help with?"</p> <p>Examples:</p> <ul style="list-style-type: none"> Student is not able to sit in whole group without visual supports to focus. Student requires academic tasks to be broken down into steps. Student will need additional verbal and nonverbal prompting to follow oral directions. | <p>"What supports are needed? (accommodations)"</p> <p>"What level of adult support?"</p> <p>Examples:</p> <ul style="list-style-type: none"> adult support needed for _____ (ex: full lesson, engagement, behavior, transitions, peer interactions) (correlate this wording with supplementary aids/supports on IEP) [If no adult support needed, clearly state "no adult support needed"] visuals for redirection during whole group instruction break academic tasks into steps using verbal prompting and visuals | Aide, classroom teacher, case manager |
| Example: High School Core Classes | <p>Example:</p> <ul style="list-style-type: none"> Students are expected to sit at their seats for whole group lecture Students independently to take notes, participate in classroom | <p>Example:</p> <ul style="list-style-type: none"> Student is not able to sit during whole group instruction without movement breaks Student is not able to take notes or complete lengthy written assignments without a scribe. | <ul style="list-style-type: none"> Adult support for notes when copies are not provided scribe for lengthy written assignments when writing is not being assessed Movement breaks Provide student with copy of notes or guided notes Redirect/prompt during whole group instruction | Aide, classroom teacher, case manager |

| | | | | |
|--|--|--|--|--|
| | <p>discussion, organization of individual work</p> <ul style="list-style-type: none"> • Student work independently following whole group instruction • Complete homework • Self Advocacy: Students ask for help when needed, raise their hand • Self regulation: independently manage impulses, peer interactions, and anxiety • Utilizing resources to access curriculum | <ul style="list-style-type: none"> • Student is not able to engage for more than 5 minutes at a time without verbal redirection. Student disengages frequently during instruction longer than 20 minutes. • Student requires scheduled breaks • Student is not able to access online curriculum | <p>using verbal or visual supports</p> <ul style="list-style-type: none"> • Monitor student during scheduled breaks • teacher/aide/case manager implement and create process for scheduled breaks • Support student to navigate online curriculum/seek appropriate building supports • check student understanding with comprehension checks | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Data review date(s):

Communication and Fade Plan

Student Name: _____ Date: _____

Applicable classes: _____

Staff Involved: _____

IEP goal addressing independence: _____

Breakdown of targeted skills/behaviors (be specific and attach data sheet):

Criteria for mastery: _____

Effective Practices utilized

| | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Plan for opportunities for socialization:

Plan for student work to be at his/her independent level (How is work differentiated?):

- ☐ Yes/ No Strategies
- ☐ Choice Strategies (e.g. color-code word bank, color match for multiple choice, reduce choices, provide pictures for choices)
- ☐ Closed Strategies (e.g. fill-in-the blank, word banks, page # references, highlighted answers)
- ☐ Visual Organization (e.g. graphic organizers, semantic mapping color coding)
- ☐ Open Ended

Current level of prompt required:

Plan to fade prompts:

Resources

The following resources are included in this packet and can be used as needed for planning, information and guidance:

- [Checklist for Evidenced-Based Practices](#)
- [Techniques to Promote Independence & Fading Support](#)
- [Levels of Prompting](#)
- [Fading Prompts](#)
- [Administrator Communication Tool](#)
- [Training Plan for Independence Facilitator & Teacher](#)
- [Independence Facilitator Planning Tool ~ Roles & Responsibilities](#)
- [Meeting Mechanics](#)
- [Cheatsheet for IEPs](#)
- [Tiered Intervention Guide](#)

Checklist for Evidence-Based Practices

Classroom Practices for Systems Integrity

Observer: _____ Bldg: _____ Teacher/Student: _____
 Date: _____ Time: _____ Other: _____

3 = Evident: Quality indicator in place (>90% / of opportunities) with strong implementation fidelity: Coaching support needed for sustainability only
2 = Inconsistent: Quality indicator partially in place (50-90% / of opportunities) and needs improvements in implementation fidelity / consistency
1 = Emerging: Quality indicator minimally in place (20-50% / of opportunities). The effective practice is not occurring systematically enough to impact learning
0 = Not Evident: Quality indicator is not in place (<20% of opportunities)
R = Reported: Items was not observed but rather reported by staff
N = No opportunity to observe for this quality indicator

| Evidence-Based Practice Area | Quality Indicator / Performance Target | Check One | | | | | |
|--|---|-----------|---|---|---|---|---|
| | | 3 | 2 | 1 | 0 | R | N |
| | | | | | | | |
| Visual and Organizational Supports | 1. Classroom Arrangement and Routines cue expected behavior | | | | | | |
| | 2. Daily Schedule is clear, consistent, predictable and posted | | | | | | |
| | 3. Individual Visual Schedules reflect student skills, needs, and abilities | | | | | | |
| | 4. Schedule Changes are highlighted with as much advance notice as possible | | | | | | |
| | 5. Transitions in the Classroom: Students are prepared for classroom transitions with predictable activities, signals, or cues, and staff either has materials ready for each activity to minimize wait time and/or they use wait time to explicitly teach and practice skills | | | | | | |
| | 6. Individualized Visual Supports, Prompts, and Systems are used to enhance understanding of verbal instruction, increase independence in task completion and reduce problem behavior | | | | | | |
| Positive Behavioral Interventions and Supports | 7. Positively Stated Behavioral Expectations are clear (i.e. easy to understand), posted, pre-taught and regularly reviewed; Error correction procedures are used when expectations are not followed | | | | | | |
| | 8. Positive Feedback for acceptable behavior is provided more frequently than negative or corrective feedback | | | | | | |
| | 9. Reinforcers: Individualized, varied reinforcers are used to promote student motivation, engagement, and independence | | | | | | |
| | 10. Proactive and Preventive Strategies are used to prevent negative behaviors | | | | | | |
| | 11. Taking a Break: Break procedures are clearly specified and students are explicitly taught to take a break when needed; A break card is used to prompt and assist students to initiate and independently take a break; Break activities serve to calm the student, but are not inherently reinforcing | | | | | | |
| | 12. Response to Inappropriate Behavior: Adults consistently and promptly follow-through with planned non-reinforcing responses for challenging behavior using non-emotional, and non-punitive interventions; Adults limit talking when students are stressed or agitated | | | | | | |
| | 13. Positive Behavioral Intervention and Support Plans and crisis plan strategies are identified and implemented as written; Plans are developed based on functional behavioral assessment data and include proactive strategies to prevent challenging behavior, strategies for | | | | | | |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| | teaching alternative behaviors (e.g. coping and communication skills), and response strategies for challenging behavior | | | | | | |
| Educational Strategies & Supports | 14. General Education Participation: Students with are active participants in the general education classroom; As the instructional leader, the classroom teacher includes students in classroom activities by initiating and directing questions and providing feedback; Students follow classroom routines alongside typical peers | | | | | | |
| | 15. Engagement and Active Learning: Multiple strategies, including differentiated instruction and output, embedded preferred interests, and accommodations are used to enhance student engagement and active learning within meaningful instructional activities | | | | | | |
| | 16. IEP Goals are embedded within daily activities and are targeted in multiple environments to assure generalization and maintenance; Progress on goals is regularly assessed | | | | | | |
| | 17. Age-Appropriate Activities: Classroom activities and materials are age-appropriate and consistent with those used for typical peers | | | | | | |
| | 18. Learning Opportunities are integrated across subjects and assignments; Time is used efficiently | | | | | | |
| Functional Communication Systems & Supports | 19. Communication Systems: Students have access to and are supported in utilizing a functional communication system in all school environments; Communication occurs across the day with a variety of partners (adults and peers) | | | | | | |
| | 20. Communicative Interactions: Adults create and expand opportunities for conversation and other communicative interactions with adults and peers in all activities | | | | | | |
| | 21. Behavior as Communication: Adults consistently respond to both conventional and unconventional communication attempts; Unconventional communication attempts are paired with a functional communication equivalent | | | | | | |
| Peer & Social Supports | 22. Peer Interactions: Students have frequent, meaningful interactions with peers in instructional activities (e.g., group activities in the classroom, P.E. class) and non-instructional activities (lunchtime, clubs, passing time in the hallway) | | | | | | |
| Adult/ Student Interactions | 23. Respectful Communication: Adults communicate respect for students by interacting in a chronologically age-appropriate manner; Staff members do not talk about students in front of them, but rather include them in conversations or have their conversations in private | | | | | | |
| | 24. Adults Focus on Students: Adult time in the classroom is spent teaching and supporting students; Unnecessary and irrelevant social conversation between adults is minimal | | | | | | |
| | 25. Adults Support Independence and Engagement: Adults actively teach and promote independence in all routines and activities and communicate high academic and behavioral expectations that promote student engagement | | | | | | |
| | 26. Adults Support Participation and Learning: Adults use clear and concise verbal language paired with visual supports to convey essential instructional information, make requests, give directions, redirect off-task behavior, and encourage participation | | | | | | |
| Data Collection | 27. Systematic Data Collection: A systematic data collection process is utilized and includes data on engagement, independence, socialization, communication, and behavioral challenges. | | | | | | |

TECHNIQUES TO PROMOTE INDEPENDENCE AND FADING SUPPORT

- 1) Watch before assisting. Can the student receive help from teacher or peer? Can the student problem solve on his/her own with additional time?
- 2) Give the student extra time to process and respond before assisting.
- 3) Have high expectations as to what the student understands or can do independently.
- 4) Provide consistent classroom schedule (posted, visual, at desk if needed, reinforcement periods included.) Teach student how to use it.
- 5) Start with least intrusive prompts to get student to respond:
 - a. gestural, hand or facial signals
 - b. timer
 - c. verbal
 - d. light physical
 - e. hand over hand
- 6) Prompt, then back away to allow independent time.
- 7) Use strengths and weaknesses, like and dislikes to motivate student participation and interest.
- 8) Model: guide (watch and assist): check (leave and check back).
- 9) Teach independence skills (raising hand, asking for help, modeling other students).
- 10) Praise for independent attempts.
- 11) Direct the student to answer to the teacher.
- 12) Prompt the student to listen to the teacher's instructions. Repeat only when necessary.
- 13) Encourage age appropriate work habits. See what other students are doing.
- 14) Be aware of proximity. Sit with the student only when necessary.
- 15) Encourage peer assistance and partnering. Teach peers how to help, but not enable.
- 16) Utilize self-monitoring checklists for students.
- 17) Color code materials to assist with organization.
- 18) Use transition objects to help student anticipate/complete transition (i.e. headphones for listening center).
- 19) Break big tasks into steps.
- 20) Use backward chaining (ie. leave the last portion of a cutting task for student, then gradually lengthen the task).
- 21) Assist in encouraging a means for independent communication (ie. PECS).
- 22) Provide positive feedback (be specific to the situation).
- 23) Ask facilitative questions ("What comes next?" "What are other students doing?" "What does the schedule say?" "What did the teacher say?") Give choices.
- 24) Maintain a log to track independence and need for assistance. Ask Case manager for data collection sheets to record increasing independence.
- 25) Establish teacher/aide signal for when the aide should intervene. General rule of thumb: Teacher should prompt up to 3 times before an adult steps in.
- 26) Make sure the class perceives you are there to help all of them, not just one student.
- 27) Find alternate tasks as you are faded.

Team Meetings (to facilitate/support the fading process):

The Case Manager, teacher, parent(s)/guardian(s) and others involved with the student should meet on a regular basis to evaluate student progress and need for Independence Facilitator. The Independence Facilitator should be given encouragement, strategies and support for encouraging student independence and stepping back as possible.

In some circumstances, Independence Facilitators may rotate between other students and classrooms as part of the fading/independence plans.

Levels of Prompting

~From Most to Least Prompting~

Full Physical Assistance:

Hand-Under-Hand support to complete a task

Partial Physical Assistance:

Provide minimal supported guidance

Modeling:

Show the child what you want them to do

Direct Verbal:

Tell the child what they are expected to do or say

Indirect (Verbal or Nonverbal)

Tell them something is expected, but not what-
IE: "Now what?" or "What's Next" or Use facial expressions/body language

Gesture:

Indicate with a motion (like pointing) what you want them to do

Independent:

Performed on their own with no cues or prompts!
(This is the goal!)

Prompting Hierarchy for Communication

| | | |
|---|-------------------------------|--|
| 1 | Expectant Pause | Give the child time to respond or the opportunity to initiate communicate. Natural teacher prompt or cue. |
| 2 | Indirect Visual Prompt | Use your body language or visual to indicate to the child that something is expected (e.g. visual picture, expectant facial expression, questioning hand motion with a shrug, etc) |
| 3 | Indirect Verbal Prompt | Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should you do next?") |
| 4 | Request a Response | If there is no response, direct the child more specifically (e.g. "Tell me what you want", "You need to ask me"). |
| 5 | Gestural Cue | Point to the symbol or leave/tap your finger there for several seconds to get the child started with his message. |
| 6 | Direct Verbal Prompt | If there is still no response, give the student part of the expected response (e.g. "You went to the ____"). |
| 7 | Direct Model | Model on the student's communication device (e.g. "The bear is sad"). Pause and wait for the child to imitate or respond. |
| 8 | Physical Assistance | Provide hand-over-hand assistance to help the child to communicate. Full physical. |

Fading Prompts

Fading Prompts: Allow students to change from responding to instructional prompts to responding to natural cues in the environment. Fade intensity and location:

Intensity -

- Gradual decrease volume of verbal prompt
- Gradual decrease of words or syllables in verbal prompt
- Gradual decrease of highlighting or coloration to become lighter and lighter in written work
- Gradual reduction of hand-over-hand to shadowing with physical prompts

Location -

- Gradual move from full hand-over-hand to wrist, to elbow, to shoulder, to proximity
- Gradual decrease of proximity to student from next to student to within line of vision

Fade prompts to allow responses to occur independently. The reduction of the intensity or magnitude of a particular type of prompt should occur over a specified length of time, while maintaining the reward contingency.

Administrator Communication Form

Principal _____ Date _____
(Print Name)

| | | Admin Initial | Documentation |
|----|--|---------------|---------------|
| 1. | I ensure the analysis of support & intervention has been completed with integrity(MCISD Request for Independence Facilitator Form , Checklist of Environmental Supports) | | |
| 2. | I ensure the checklist for CETA has been completed with integrity | | |
| 3. | Services of our professional staff are aligned for effective use of resources | | |
| 4. | Schedules of all independence facilitators are maximized for efficiency | | |
| 5. | I have reviewed all plans to reduce the amount & need for independence facilitators (i.e. Analysis of Support, Fade Plan ,etc) | | |

Summarize reason for increase in Independence Facilitator FTE:

Current Building Independence Facilitator FTE: _____

Amount of additional building IF FTE time requested: _____

If approved, new amount of building IF FTE: _____

Principal Signature _____

Training Plan for Independence Facilitator & Teacher

Case Coordinator:

Team Members:

Date Plan Developed:

Principal:

| Identified Training Needs | Who Should Receive Training | Who Will Do What | Date Training To Be Completed By |
|---------------------------|-----------------------------|------------------|----------------------------------|
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Independence Facilitator Planning Tool

Roles and Responsibilities

If it is determined that the student needs one-to-one adult support to address academic, behavioral, or social needs, complete the following tool. Independence facilitators in this role should focus on implementing supports or teaching strategies that reduce the need for adult support (e.g. visual supports, peer to peer support, functional communication system).

Primary roles for the independence facilitator may include:

1. Support the student in successfully following classroom expectations or following through on instructional demands (e.g. assist in material / desk organization, implement academic accommodations / differentiation, support or facilitate socialization and communication opportunities).
2. Provide additional learning opportunities necessary for skill acquisition (e.g. prompt appropriate behavior or work completion, run the behavioral system, prompt use of the communication system, facilitate peer responses).
3. Assist the student in learning systems or strategies that allow for optimal independent participation in the school environment (e.g. visual schedules and supports, self-management systems, communication system).

| Student Schedule | Student Skills Related to Expectations & Instructional Demands | What are the Goals / Outcomes for the Student | Adult Role(s), Responsibility & Strategies | Data Collection Plan to Reduce the Need for a One-to-One Adult Support |
|--|---|---|--|---|
| In this column, list the student's daily schedule including all primary activities, courses /classes and/or transitions. | In this column, identify the student's skills related to expectations & instructional demands for all students during this part of the schedule. Expectations and instructional demands include: <ul style="list-style-type: none"> • Independence Skills • Social Interaction Skills • Communication Skills • Behavioral Skills • Academic Skills including task initiation, engagement, & output | In this column, identify the goals / outcomes during this part of the schedule including: <ul style="list-style-type: none"> • Independent Skills • Social Interaction Skills • Communication Skills • Behavioral Skills • Academic skills including: <ul style="list-style-type: none"> ○ Task Initiation ○ Engagement ○ Output | In this column, describe the specific roles, responsibilities, strategies, etc. that the 1:1 adult/independence facilitator will use to assist the student in making progress on the goal/outcomes in the previous column. | In this column, identify the data collection system and schedule that will be used to measure progress on goals /outcomes. Also identify the plan and schedule for fading the amount of 1:1 adult support the student requires to be successful. |
| EXAMPLE Arrival | Student arrives agitated and stands in the classroom while his peers complete the arrival routine. Student needs verbal and physical prompting to complete the arrival routine. | Independently utilize visual schedule to complete all steps in the arrival routine. | Adult will give instruction to student to "check schedule" with a visual prompt and use prompt hierarchy to teach student to independently use the schedule (see teaching plan). | Prompt level data on independent use of the visual schedule. Review data each Friday and fade adult as independence increases. |

Independence Facilitator Role and Responsibilities

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

| Student Schedule | Expectations & Instructional Demands | What are the Goals / Outcomes for the Student | Adult Role(s), Responsibility & Strategies | Data Collection Plan to Reduce the Need for a One-to-One Adult Support |
|------------------|--------------------------------------|---|--|---|
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Meeting Mechanics

For the most updated Meeting Mechanics form, please visit the Statewide Autism Resources & Training (START) website.

Statewide Autism Resources & Training
Resources & Tools
Coaching
Team Process
45-Minute Behavior Summary & Worksheet

<http://www.gvsu.edu/autismcenter/team-process-60.htm>

Cheatsheet for IEPs of Students Needing Independence Facilitators

- PLAAFP clearly identifies the lagging skill which requires the need for an independence facilitator.
- The independence facilitator is listed under Supplementary Aids and Services and it is documented what the specific needs are for the student and hours the IF will be working with the student.
- The box in the IEP that says *“Is the severity of the student’s impairment such that it requires a licensed practitioner authorization for daily personal care services?”* is checked yes if the reason for an independence facilitator is related to health care needs and/or nursing.
- When documenting on the Supplementary Aids and Services Page (Example)

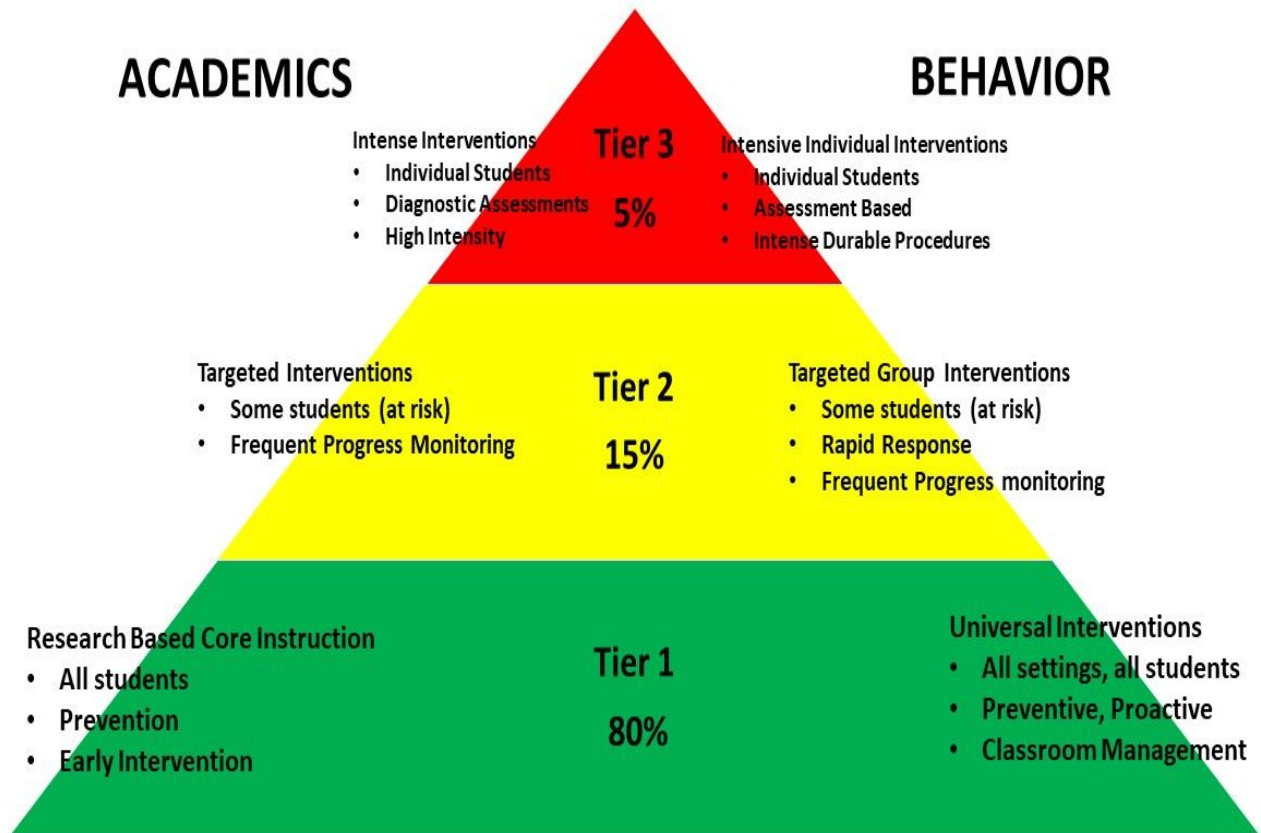
| Supplementary Aids/Program Modifications /Support for School Personnel | Frequency/Timeline |
|---|--|
| Independence Facilitator/Additional Adult Support: To assist with.... (list specific tasks the IF should be doing with the student based on the information from the SST) *This may not always be a paraprofessional, it could be another adult in the room and/or building working towards independence goals. | (List specific hours based on the SST) |

Tier 1 & 2

Interventions Guide

ACADEMICS

BEHAVIOR



All 3 tiers focus on academic and behavioral strategies in the general education setting.

http://www.monroe.k12.al.us/departments/curriculum_and_instruction/response_to_instruction

Tier 1 Academic Interventions

In Tier 1 instruction all students receive high quality, differentiated, culturally responsive core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students.

In multi tiered models of service delivery, instruction is differentiated to meet learner needs at various levels.

- Giving extra time to complete tasks
- Simplifying complex directions
- Handing worksheets out one at a time
- Providing study skills training/learning strategies
- Setting short term goals for work organization
- Assigning volunteer homework buddy
- Pairing students to check work
- Writing key points on the board
- Make sure directions are understood
- Having student review key points orally
- Teaching through multi-sensory modes
- Giving frequent short quizzes, not long exams
- Formatively assess students after introduction of new concepts
- Making students correct answers, not mistakes
- Give students choices
- Allow for multiple forms of output for assessments
- Utilize mnemonic cues (e.g. songs, cartoons, rhymes, stories, images: for teaching math facts, vocabulary or steps in process)
- Provide clearly written directions and instruction in a step-by-step manner with illustrations and use as few words as possible
- Write instructions on the board as well as say them aloud
- Use reading partners and skilled peer or adult mentors to provide academic support
- Provide varied tasks texts or supplementary materials at different levels of reading difficulty
- Use multiple and flexible grouping opportunities for students (teams, partners, whole group, independent, by interest, by learning style, teacher assigned, self-selected)
- Divide instruction into shortened segments and provide feedback to students before moving to the next segment
- Break assignments into smaller chunks to give student opportunities to respond frequently
- Integrate cooperative experiences into instruction
- Use direct, systematic instruction for students who show areas of concerns
- Use technological tools or computer software to allow students to access content in multiple ways
- Use multi-sensory techniques to present information
- Use visuals, charts, and models for concept reinforcement
- Use graphic organizers to focus attention on key elements, concepts or ideas
- Provide practice opportunities using multiple modalities
- Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, graphic organizers)
- Offer materials, tasks, and learning options at varied levels of difficulty
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner
- Explain clearly each academic task and the specific criteria needed to successfully complete the task

- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (oral, written, act it out)
- Anchor new knowledge to previously learned knowledge
- Provide a master set of notes, when notetaking is required, to improve student's notes
- Create and provide students an easy-to-follow visual that specifies problem-solving steps in a clear manner that students may reference as needed
- Display poster size versions of problem-solving steps in the classroom, refer to the posters often, and encourage students to follow the steps
- Review and practice previously taught material frequently
- Present new concepts using a logical instructional sequence that maximizes the likelihood a skill will be learned (model, guided practice, independent practice)
- Activate prior student knowledge by promoting a discussion that enable a student to make connections to learned information/experiences prior to the introduction of a lesson
- Have student record notes or make illustrations of key points during instruction
- Use illustrations, diagrams, demonstrations, charts and manipulatives to present instruction
- Use organizers to focus attention and increase comprehension of concepts to be learned
- Invite students to use their own words to summarize key points in a lesson to a partner
- Allow students opportunities to move about the room during instruction when appropriate
- Alternate between passive and active instructional activities
- Pause during instruction to ask questions and check students' levels of understanding of content
- Use think-pair-share to give each student an opportunity to think prior to forming a response and to allow each student an opportunity to share ideas.
- Use hands-on, non-linguistic representations to help students associate words with their meanings.
- Clearly state the learning target and/or objective of the lesson before beginning instruction.

Many of these strategies can be combined to present an effective lesson. For instance, the following active learning example uses many strategies to teach help students understand common nouns:

- **State the objective:** "Our goal today is to discover what a common noun is."
- **Give direct instruction:** "A common noun is the name of a person, place, thing or idea."
- **Use hands-on, non-linguistic representations to help students associate words with their meanings:** "Everyone, draw a common noun. You have three minutes." Set a timer to keep the activity moving.
- **Use grouping:** "Show your neighbor your common noun. Can they guess what you have drawn?"
- **Use feedback, reinforcement and recognition:** "Who thinks that their neighbor drew a really great common noun? Jerry, what did Susie draw? Now, look around the classroom. Raise your hand if you can name a common noun that you see."
- **Use similarities and differences:** "We need an example of a word that is not a noun. Raise your hand if you know one." Show pictorial examples of both. Discuss what common nouns are, what they are not and how they are used.
- **Use advanced organizers such as graphic organizers:** "Let's use this chart to separate this list of words into common nouns and words that are not nouns."
- **Provide feedback:** Record each student's grasp of the concept as you circulate around the room. Afterward, let students check their work in the group, and then give the correct answers as final feedback so that students can self-correct.
- **Use summary and note taking:** "In your journal, define a common noun in your own words and write a sentence using the common noun that you or your neighbor drew."
- **Restate the objective and reinforce the lesson:** "Today we have discovered that a common noun is the name of a person, place, thing or idea. Who would like to read the sentence from their journal?"

Powerful classroom instruction begins with the adoption and use of an evidence-based practices (EBP), but effective teachers do not simply teach such a program page-by-page in the same way for all students. Rather, they differentiate instruction, providing instruction designed to meet the specific needs of students in the class.

When reflecting on teaching practices and when writing upcoming lesson plans, think about the following questions:

- What instructional routines are used? Are the routines consistent from classroom to classroom, general education to special education?
- Is there evidence of scaffolding and explicit instruction, especially when students are learning something new?
- Is there evidence of distributed practice of critical skills?
- Is cumulative review built in on a systematic basis?
- How much time is allocated? How is that time used (for example, whole group instruction, small group instruction, or independent practice)?
- Does the pace of the instruction match student needs?
- Do students have multiple opportunities for response and feedback? Are students actively engaged (that is, are they saying, writing, and doing)?

High-leverage practices (HLP) are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching. There

High-leverage practices can be broken down into 4 categories:

Collaboration

HLPs 1-4: For a brief summary of the HLPs related to collaboration use the link below

<https://highleveragepractices.org/wp-content/uploads/2017/06/Collaborationshort.pdf>

Assessment

HLPs 4-6: For a brief summary of the HLPs related to assessment use the link below

<https://highleveragepractices.org/wp-content/uploads/2017/06/Assessmentsshort.pdf>

Social/Emotional/Behavioral

HLPs 7-10: For a brief summary of the HLPs on related to SEB use the link below

<https://highleveragepractices.org/wp-content/uploads/2017/06/SEBshort.pdf>

Instruction

HLPs 11-22: For a brief summary of the HLPs related to instruction use the link below

<https://highleveragepractices.org/wp-content/uploads/2017/04/Instructionsshort1.pdf>

To learn about HLPs more in depth visit

<http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

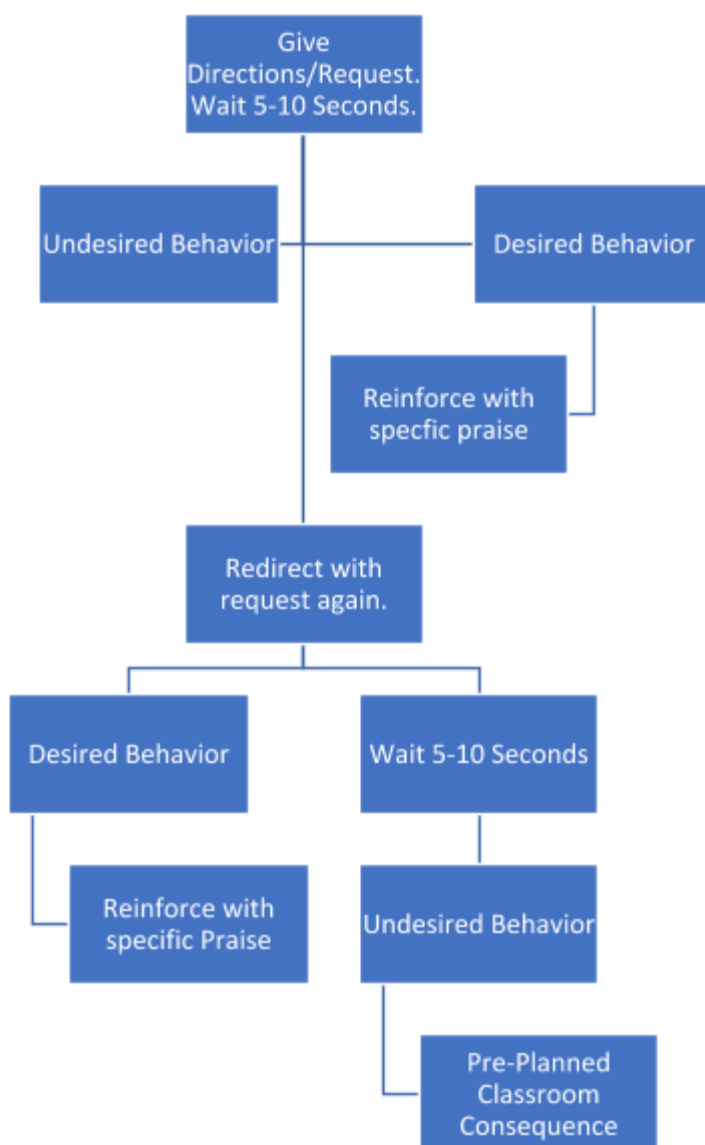
Tier 1 Behavior Intervention Strategies

***All students Preventive & Proactive ***

This is just a suggested list of strategies for Tier 1 Instruction. If the teacher has a classroom management tool that works for them, then they should use it.

- Proximity Control
- Whole Classroom Reward Systems (Marble Jar, Secret Message, etc.)
- Choices offered (giving a student or a class a selection of assignments, activities, etc. in order to increase their motivation to complete what is asked)
- Redirection
- Cues or secret signals to students to change behavior (student needs to know what the signal is) such as scratching nose when student needs to quiet down
- Visual cues or signals to student to change behavior
- Planned Ignoring (when behavior is attention seeking)
- Private conversation with student
- Praise 3: praise 3 other students who are exhibiting the behavior you want to see before addressing the student who is not being appropriate
- Positive Narration (acknowledge on board or orally all students exhibiting positive behavior and wait for other students to exhibit behavior and then acknowledge them)
- Move seat
- Create a personal procedure or visual schedule for student
- Self-Monitoring (with individual student or whole class): Student tracks on paper how many times they exhibit the negative behavior and the positive replacement behavior the teacher wants
- Call home
- Behavior Chart or Contract with student (with a reinforcement attached to the desired behavior)
- 5 to 1 Positive to Negative Interactions (positive interactions can be praise, a greeting, a compliment or any positive attention towards the student such as a conversation about their favorite book)
- Directly teach and re-teach classroom expectations, rules, procedures for transitions, etc. at least every 2 weeks.

Tips for Giving Classroom Directions and/or Requests



Practical Tips to Manage Behaviors

1. **Voice-Matching:** Your voice should be at the volume and intonation you expect from the pupil. A loud and aggressive voice will usually result in a loud and aggressive response.
2. **Self-Calm:** Practice all of your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you!
3. **Move in:** If you are speaking to an individual pupil, don't should across the room or remain rooted behind your desk; move in. Be aware of your speed of approach.
4. **Move out:** Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enable the student to make a good choice without the stress of your presence.
5. **Personal space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
6. **Hurdle help:** Use positive posters as rule reminders (written and illustrated) to help pupils overcome hurdles that prevent them from complying with your rules and expectations.
7. **Positive Ethos:** Set a positive tone in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.
8. **Proximity:** This is similar to personal space ~ Remember that simply standing near the off-task student will be sufficient to make them consider their behavior.
9. **Proximity Praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the student nearby who is on task and complying. This is far more positive than pointing out wrong behavior.
10. **Non-Verbal Language:** Be aware that more than 60% of all communication is nonverbal. What is your body language saying?
11. **Antiseptic Bounce:** Send the distracted student to a colleague with a note or message. The note says "Tell _____ Well done!" and send him or her back." The student has been removed from the problem situation, received praise and has returned with a fresh state of mind.
12. **Meet and Greet:** Some students are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or someone else in the building to meet, greet and settle the student.
13. **Track Behaviors:** It is vital that you have an accurate and objective system for tracking, monitoring and evaluating behavior.
14. **Refocus:** Don't be verbally misled by arguing with students. Refocus them on the issue by using a statement of understanding (I understand. But now you need to....)
15. **Broken Record:** Avoid engaging in an argument, and be prepared to repeat your instruction or directions up to three times (use the exact same wording) before raising the level of your response.
16. **Time Out/Change Seat:** A change of environment will often help to focus a student. Don't forget, the emphasis should be on time. Make sure you have a plan of how to reintegrate the student back into your teaching group.
17. **Think Sheet/Self-Review:** A simple process to enable the pupil to reconsider their actions and to decide on a more appropriate course of action next time.
18. **Rules/Rewards/Consequences:** Involve students in the development of rules.

19. **Hierarchy of Response:** Have at least 5 levels of response and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem!
20. **Communication:** Make sure that you have systems in place to enable the sharing of information with parent(s)/guardian(s), other staff and the named pupil. It is easy to determine 'hot spots', problem lessons, personality clashes and how different adults perceive the pupil if information is shared.

Tier 2 Academic Interventions

If Tier 1 interventions have been exhausted, targeted instruction will be the next step. Targeted instruction is instruction specific to a student's academic deficit (based on a skill or CCSS). Team must have a systematic data collection process throughout Tier 2 intervention process. Team should meet to review and analyze data every 4-6 weeks.

- Small group instruction
- Identify specific academic weakness/ skill
- 2-4 students grouped on same academic need
- Research-based instructional strategies that explicitly teach strategies and skills
- Set goals
- 3-4x per week (30-60 minutes)
- Progress monitor frequently
- Assess frequently
- Conducted in and out of the classroom
- 9-12 weeks; repeat if necessary
- Immediate corrective feedback
- Point system for motivation
- Ample opportunities for practice
- Mastery before moving on
- More opportunities to respond and ask questions
- Fewer transitions
- One-on-One instruction - short term; long term Tier 3
- Scaffolding
- Support homework
- Tutoring
- Peer tutoring

Tier 2 Behavior Interventions

If Tier 1 interventions have been exhausted, Tier 2 interventions should be put in place. Team must have a systematic data collection process throughout Tier 2 intervention process. Team should meet to review and analyze data every 4-6 weeks.

- Behavior contract
- Self-monitoring
- School/home note system
- Small group social skills/social emotional learning activities
- Student or adult mentors - positive feedback
- Positive behavior reinforcement
- Class pass - pass used to teach students to appropriately request a break; if pass is not used for break, it can be traded for tangible or preferred activity
- Structured break
- Behavior Intervention Plan (not formal FBA/ BIP)
- Check in/ Check out
- Daily behavior form
- Individual and Visual Schedules
- Non-verbal cues and signals
- Reward system
- Social stories
- Sensory tools
- Teach conflict resolution skills
- Teach coping skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills

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Statewide Autism Research & Training (START) Web & Conference Shared Materials

Independence Facilitator Rollout Plan

Teacher consultants compile document and present rough draft to PLC (1/17/2019)

Teacher Consultants review, revise and edit draft based on discussions of PLC (2/4/2019)

Teacher Consultants present and submit to SEAT (Special Education Administrative Team) (2/7/2019)

Edited and approved by SEAT (2/14/2019)

Shared with MCISD Social Workers and School Psychologists for feedback (March 2019)

Draft submitted to communications Department and forms uploaded to MCISD website (April 2019)

Guidance document shared with local administration (4/12/2019)

Full guidance document in place (Fall 2019)