

Determining When A Student Requires Close Adult Supervision

Student Support Worksheet

Purpose:

- To identify student's abilities and support needs.
- To develop IEP goals/objectives that promote independence and social competence.
- To determine Close Adult Supervision needs.

Directions: To ensure that students become as independent as possible, the student's educational team reviews each part of the student's day prior to the IEP team meeting and decides how much support he/she needs to successfully access instruction. In most cases, the use of close adult supervision is considered only if a student cannot access learning using other methods, strategies, materials, accommodations and modifications. The student's educational team consists of all adults working with the student: special educator, general educator, related service providers, psychologist, speech pathologist, and/or vision and hearing teachers, the parent and student (as appropriate), and support staff.

1. **Identifying information** (Fill in blanks as follows):

- name of child
- date
- check (✓) if this date is the initial date of the worksheet or if the worksheet was revised
- school
- team members (on 2nd page)

2. **Class/Activity:** Review each Class/Activity starting with Arrival/Departure to determine the level of support needed for student learning. Fill in the name of each class the student attends. Note: This is not the student's schedule, but a listing of classes, activities, and situations that represent every opportunity to promote independence and access learning. One example of an activity to include under **Other** is "transferring a student from a wheelchair to a stander."

3. **Level of Support:** For each Class/Activity the team considers the current level of support required.

- Independent: Student *performs* independently with the direction and support routinely or naturally given by the teacher(s) for all students
- Indirect Support: Student *performs* with direction and support provided by adult(s) who prompt (visually or verbally) from a reasonable distance and within the same location of the student. The distance from the student will vary based on the situation or activity.
- Direct Support: Student *performs* with direct monitoring and support provided by an adult. The adult implements the necessary prompt hierarchy to allow the student to access instruction.

4. **To Promote Independence. . . Identify Opportunities/Situations to Fade:** List and describe opportunities and situations to fade or reduce the current **Level of Support** for each **Class/Activity**. The goal for each student is to move from more direct supports towards independence. For example, if a student currently requires partial physical support, the team considers how the student's response/behavior can be supported with verbal or visual prompts.

5. **Identify Skills To Be Taught:** Given the student's present level of support for the Opportunities/Situations identified, list the competencies necessary to be successful with a reduced level of support. Identify the specific steps and skills the students must learn. It is critical to understand the functions of the student's behavior and why the student needs the current level of support. After completing this section, the team needs to review what changes are necessary for the student's IEP goals/objectives.

6. **Actions/Resources Needed to Support Step 5:** List the Actions/Resources needed to effect change in the level of support for the student. Accomplishing the changes needed may require adjustments in:

- accommodations in the way adults work with the student (i.e., use of peers, prompting from the classroom teacher),
- instructional strategies used (i.e., repetition of expectations, instruction differentiated to meet the students needs),
- training necessary for staff (i.e., the use of the prompt hierarchy),
- materials/equipment required to support the student (i.e., use of visuals throughout instruction, checklists. This is not curricular programs.),
- direct support needed (through existing staff or additional staff request).

IEP goals and/or objectives to promote independence and social competence are required when "close adult supervision" is identified as a supplemental service on the student's IEP.

The Student Support Worksheet is kept with the current data (folder six) in the student's school file/record.

Contact your DSE resource teacher to review/discuss students needing “close adult supervision” when additional support personnel may be required from the Department of Special Education.