

Directions

- ✓ As a team, prior to an IEP meeting, use the following tool to guide conversations regarding the need for adding and/or removing paraprofessional support services. Guiding questions are provided to lead those discussions and are organized in a hierarchy of least support to most restrictive support. Examples of the types of support that relate to each guiding statement or question are provided as a guide, but are not intended to limit what should be considered.
- ✓ Rank the extent to which the student can participate in activities according to each guiding statement using the rating scale (below). Questions are provided for discussion and determining evidence.
- ✓ Provide evidence supporting the ranking/questions answered. Examples of evidence are provided as a guide, but do not limit what can be utilized (e.g., charting, anecdotal records, etc.).
- ✓ Contact your Special Education Coordinator for additional support, if needed.

Rating Scale

1	2	3	4	5
Never	Seldom (1-2 times/week)	Sometimes	Frequently (1-2 times/day)	Always (during each activity)

Guiding Questions to Support Justification and Determination of Paraprofessional Support

Guiding Statements/Questions:	Examples	1	2	3	4	5	Supporting Evidence
Student can participate in activities as designed or as his or her general education peers would perform.	- Class discussion - Board/ride bus - Complete assignments - Eat lunch, etc. - Transitions						- Class work examples - Anecdotal Evidence - Observational evidence
Student can participate in activities if accommodations are provided. 💡 What specific accommodations are necessary for the student to participate in the activity? (provide supporting evidence)	- Visual/verbal prompts - Reduced workload - Pre-teaching concepts and vocab. - Checklist for work completion						- Class work examples - Examples of Tools - Anecdotal Evidence - Progress towards IEP goals.
Student can participate in activities with behavioral interventions. 💡 What specific behavioral interventions are necessary? (provide supporting evidence)	- Behavior contract - Behavior tracking system - Picture communication system - BIP						- Anecdotal evidence - Tally Sheets - Tracking sheets - Progress notes
Student can participate in activities with the aid of assistive technology.	Computer based software, tools						Data collected from use of AT
Student can participate in personal care activities that are age appropriate.	Toileting, dressing, feeding, etc.						Anecdotal Records, Medical Reports
Student can participate in the activities if a peer supports him or her. 💡 What support would the peer provide during this time segment? (provide supporting evidence)	- Shared reading - Group projects - Peer Notes						- Group project rubrics - Observational evidence, anecdotal evidence
Student can participate with other students in the activity with the support of another teacher. 💡 How does that support link to one or more of the student's goals to promote independence? (provide supporting evidence)	- One of the 6 co-teaching models - Small group instruction - Teacher proximity for safety risks						- Class work samples - Anecdotal evidence - Observational evidence
When shared teacher support is not sufficient, the student can participate in the activities with support of another adult. 💡 What interventions are necessary for the student to be able to participate? Does the shared adult support link to one or more of the student's goals to promote independence in that activity? (provide supporting evidence)	- Shared paraprofessional assistance through redirection, re-teaching, reviewing instruction - Monitoring behavior using tally sheets, frequency charting, etc. - Proximity control to manage flight risk						- Anecdotal evidence, tally sheets, examples of class work, etc. - Goal and explanation of linkage. - Documentation of progress towards goal(s).
Shared adult support may result in possible harmful effects. 💡 What are the plans to address and/or reduce detrimental effects?	- Interference with peer interactions - Separation from peers - Unnecessary dependence - Limited access to teacher instruction.						- Anecdotal evidence - Relevant transition information (plans to increase student independence)
When shared adult support is not sufficient, dedicated adult support is necessary for the student to participate in the activities.	- Hand over hand assistance - One to one assistance with personal care - Managing personal crises						- Anecdotal evidence, tally sheets, examples of class work, etc. - Medical documentation
Dedicated adult support may result in possible harmful effects. 💡 What are the plans to address and/or reduce detrimental effects? Does the dedicated support of the adult link to one or more of the student's goals to promote independence in that activity?(provide supporting evidence)	- Interference with peer interactions - Separation from peers - Unnecessary dependence - Limited access to teacher instruction. - Feeling stigmatized - Loss of personal control - Increase in maladaptive behaviors						- Anecdotal evidence, tally sheets, examples of class work, etc. - Goal and explanation of linkage. - Documentation of progress towards goal(s). - Relevant transition information (plans to increase student independence)

RATING SCALE: 1 = Never 2 = Seldom (1-2 times/week) 3 = Sometimes 4 = Frequently (1-2 times/day) 5 = Always (during each activity)

Least Restrictive

Most Restrictive