CLINTON COUNTY RESA
Regional Educational Service Agency

Guidance for Determining the Need for an Independence Facilitator (IF)

(Developed February, 2016)

It is the policy of the Clinton County Regional Educational Service Agency (RESA) that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, marital status, sexual orientation, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Director of Special Education, 1013 South US-27, St. Johns, MI 48879, or call 989-224-6831.

Table of Contents

Introduction……..……..…… 1

Process for Determining When a Student Requires and Independence Facilitator……..2

Documenting Independence Facilitator Support……...…..……..5

Independence Facilitator Training…….....…….....…...6

Roles & Responsibilities of the Independence Facilitator……...…….……8

Ongoing Plan to Promote Independence, and Fade Independence Facilitator Supports...…….10

Techniques to Promote Independence and Fading Support……11

Forms

Determining Need (Flowchart & Steps)……..….....……13

Rubric to Determine Need for Independence Facilitator Support……..…….....16

Existing Environmental Supports (EES) Packet Forms

Checklist of Existing Environmental Supports……...…….……...….……17

School Day Analysis……...…..……...…….…….....21

Classroom Profile……...….22

Behavior Support Assessment……..23

IF Support Intensive Needs Evaluation Summary……...….24

Request Form

Request and Rationale for Independence Facilitator Support……...……25

Independence Facilitator (IF) Forms

IEP Goals and Objectives Charting……...……26

Daily Classroom Routine……..…….27

Up Front Issues to Reach Consensus……..……...28

Independence Facilitator Plan to Promote Independence……...……..…….30

Appendices……...……..….……..31

INTRODUCTION

Every school district within Clinton County is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individual with Disabilities Act (IDEA) and Michigan laws and regulations describe a continuum of placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

The IDEA also defines related services as the utilization of aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. This applies to any general education or special education program in which the student may participate [CFR24 Part 300.550-330.556]. There may be special circumstances when a student may need additional support in order to be successful in his/her educational placement.

A goal for any student with special needs is to encourage, promote, and maximize independence. The Individualized Education Plan (IEP) team is responsible for developing and implementing a program that promotes independence. Universal building supports and/or Tier 1 and Tier 2 supports, and existing staff support should be used prior to considering provision of a paraprofessional in the role of independence facilitator support.

If the IEP team is considering independence facilitator support for the classroom staff, the team must determine:

a. As determined by data, universal supports and/or Tier 1 and Tier 2 supports, and existing staff supports are not adequate for the student to participate and progress in the general education program;

b. Additional support is necessary to assist classroom staff in facilitating the student in:
   - Advancing appropriately toward the annual goals and/or;
   - Involvement in and progress in the general curriculum and/or;
   - Participation with other disabled and non-disabled peers.

c. Develop a method for systematic evaluation toward independence and use of more natural supports to fade the support of the independence facilitator as quickly as possible. If the IEP team recommends an independence facilitator, the team is also responsible for monitoring so that the additional supports may be faded as soon as possible. If not carefully monitored and evaluated on a regular basis, additional facilitator support can unintentionally foster dependence.

PROCESS FOR DETERMINING WHEN A STUDENT REQUIRES INDEPENDENCE FACILITATOR SUPPORT

Independence facilitator assistance is required by some students in order for them to succeed in school. Occasionally, IEP Teams are requested to consider the need for independence facilitator support. The following process can be used by IEP Teams as guidance in making decisions regarding independence facilitator support.

When dealing with the addition of independence facilitator support, it needs to be determined what the educational benefits are for the students. Recent research and current practice indicates that misuse of independence facilitator support can produce among the results, students becoming over-dependent upon adult support and segregation and isolation of the student from their peer group. (Marks et al., 1999; Giangreco et al., 1997; Mueller, 1997)

This planning process applies to any student who requires independence facilitator support for a portion of their school day. The student's IEP Team should use the process annually, at least in sync with his/her annual review.

Assumptions Regarding Independence Facilitators:

- They are a valuable and necessary resource for students
- They are not surrogate teachers
- Support services are to promote independence, not dependence
- Adult support/instructional assistant assignments should be based on the needs of the student as specified by the IEP Team or as a result of the Behavior Intervention Plan (BIP)

Alternatives to Independence Facilitator Supports

Supplementary aids and services "are the tools or help that is needed to enable students with disabilities to gain benefit from their environment with the general curriculum" (Lipsky & Gartner, 2008). There are a full range of supports that should be considered by the student's IEP Team (Etscheidt, 2005). These supports may include changes in the educational environment, adaptations or modifications of the curriculum, assistive technology, behavior support plans, and the utilization of supplementary personnel to assist the student (Lipsky & Gartner, 2008). If paraprofessional support is requested, Freschi (1999) encourages team members to first consider alternative supports. Teams should identify what goals they hope to accomplish by assigning a paraprofessional and then determine if these goals can be met in another fashion (Freschi, 1999; Giangreco et al., 1999).

Giangreco (2010) lists a combination of alternative options that may provide the necessary supports students need to be successful. Teams should identify when and where supports are needed, and then consider how to provide those supports. Some possible alternatives include:

- Use of existing school-wide supports
- Positive behavior supports (e.g. Ross Greene's Lagging Skills)
- Teacher training (e.g. Peer to Peer Supports; Behavior Management)
- Universal Design for Learning
- Peer supports
- Different models of delivery
- The use of adult support/instructional assistant aide assigned to a class rather than an individual student
- SETT Framework-Assistive Technology

Initial
When the members of the IEP team are considering the need for an IF, there are a variety of tools which can be used. Using these tools which follow, the team should be able to identify the specific activities and times for which additional assistance or supervision is required. (*see Flowchart for Determining Need for Independence Facilitator Assistance, page 14*)

Review of need
At regular intervals, minimally every 60 days, designated members of the IEP team should use the tools to collect data about whether the level of assistance continues to be needed. As the student's level of independence or ability to use natural supports increases, behavior improves or the make-up of the class changes, the assistance should be faded.

Areas of need
It is important that the team consider each type of assistance listed below in order to determine if the student needs assistance from an IF with a particular activity and to estimate the amount of time that will be needed.

1. Health/Personal Care

    a. Self-help and bathroom needs – If a student needs assistance with toileting or other self-help skills, the team should note the times and duration for this activity. This should only be for brief periods during the day.

    b. Assistance during snack or lunch – If the student requires assistance with feeding, etc., note the type of assistance needed and note the times and duration required. Encourage reliance on peer helpers (with supervision) or other natural supports as much as possible for getting out food, opening containers, etc.

    c. Specialized Physical Health Care – Some intensive health supports may necessitate an IF for an indefinite length of time.

    d. Assistance with medical needs – Some students need additional assistance for medical reasons. If so, the team should consider the doctor's orders and the time of day and duration. Some medically related supports might be necessary only for brief periods per day/week.

2. Behavior

    a. Due to behavior challenges, some students may need intensive support from an IF in order to assist classroom staff in implementing a Positive Behavior Support Plan.

    b. An IF may be needed for a brief period to collect data while regular classroom staff are implementing a Positive Behavior Support Plan.

3. Instruction

a. Curriculum adaptations – Adaptations of the curriculum (highlighting, copying, enlarging, adding icons, cutting and pasting, etc.) should be done under the direction of the teacher. Most students will require no more than 1-1½ hours daily for curriculum adaptation. Curriculum adaptations do not need to be done in the classroom or in the physical presence of the teacher. Adult volunteers and parents may perform some of these activities.

b. Academic Assistance- Students who have extreme difficulty participating in classroom activities and/or meeting IEP goals without continuous assistance, require incessant prompts (verbal and physical), and require significant accommodations and modifications may benefit from independence facilitator supports.

4. Inclusion

a. Recess or other activities – Assistance may be necessary if there are safety concerns with the student. It may also be needed when staff is attempting to facilitate social interactions with peers. Care should be taken that the development of natural peer supports and/or use of existing resources are the goals of the extra assistant, otherwise the adult may become the student's sole recess companion.

b. Assistance with transitions – If a student has difficulty transitioning from classroom to playground, playground to classroom, or between activities, extra support may need to be available to help. When needed, the team should indicate type(s) of transition(s) as well as time of day and duration.

c. Assistance with classroom centers or other activities – If there is a particular activity or time of day which is difficult for the student, extra help may be needed. When needed, the team should specify activity, time of day and duration.

DOCUMENTING INDEPENDENCE FACILITATOR SUPPORT

Documenting Independence Facilitator Supports in the Student's IEP

1. The IEP team will document on the student's IEP under "Supplementary Aids and Services – Other Supports, Accommodations, and Modifications." Teams should be specific regarding what the independence facilitator is needed for, when this support will be provided, and where the supports are needed.

   If independence facilitator supports will be provided to a program/class as opposed to a specific student, this also may be noted on the "Supplementary Aids and Services – Other Supports, Accommodations, and Modifications" section of the IEP as a support for the teacher.

2. If it is determined that a student needs independence facilitator support in a specific curricular, social, emotional area, an IEP goal should be written to support that need as well. If the independence facilitator is required because of health or personal care needs, an IEP goal is not required.

3. If a independence facilitator is required because of behavioral needs of the student, a Positive Behavior Support Plan should also be in place and noted in the "Supplementary Aids and Services – Add Supports and Modifications to the Environment".

4. In the "Anticipated Needs" section of the student's IEP, document the need for a *Fading Plan*. This plan will address the monitoring of independence facilitator supports and the plan for increasing student independence fading independence facilitator assistance.

Evaluation

The student's Case Manager is responsible for monitoring the fading plan, supervising the IF and developing a system for data collection. The Case Manager will review the data and advise the IF with strategies for fading and promoting increased student independence and goal attainment. The Case Manager should meet at periods specified in the plan with selected members of the IEP team to review the data, make adjustments to the plan, if needed, and determine when criteria for fading have been met. Major changes to the plan would require an IEP Review or Addendum.

If there is a goal which reflects the area in which IF support is being provided, then data collection on progress toward that goal will be sufficient.

(*Sample forms for monitoring increased student independence start on page 21*.)

INDEPENDENCE FACILITATOR TRAINING

Wadsworth and Knight (1996) suggest that an interdisciplinary team be established to provide initial training to paraprofessionals. This initial training (Trautman, 2004; Wadsworth &Knight, 1996) would cover important information that all educational staff should be aware of:

- discipline procedures/policy
- confidentiality
- medical procedures
- communication procedures
- schools schedules

Orientation training should also occur within the classroom setting (Giangreco & Doyle, 2003), in areas such as:

- classroom routines and rules
- management techniques, and
- an introduction to any technology that is used within the learning environment

Specific training should then be provided by the special education teacher. "On-the-job coaching" with feedback and ongoing training is the best approach to teaching adults (Giangreco et al., 1997; Giangreco & Doyle, 2003; Trautman, 2004; Wadsworth &Knight, 1996, p. 168). Paraprofessionals should also receive training, both general and student-specific to the needs of the students they will be working with (Freschi, 1999; Giangreco & Doyle, 2003; Giangreco et al., 2001). This may include (Giangreco & Doyle, 2003, p. 195):

- learning about students specific cues
- student's communication skills
- educational goals
- specific equipment and support needs, and
- effective learning and behavioral strategies

A training schedule should be established for not only the independence facilitator, but also for teachers and even the student when necessary. Freschi (1999) warns that without proper training, problems are bound to arise. Training opportunities can occur by increasing the independence facilitator work day, providing coverage for the independence facilitator during the work day and/or by establishing a similar lunch/work time for the independence facilitator and teacher (Trautman, 2004).

The *Daily Classroom Routine Form* (page 27) can be used to identify responsibilities of the general education teacher, the special education teacher, as well as the independence facilitator. Additionally this form can be used to comment on areas that independence facilitator may need further training in.

Teams are encouraged to determine a timeline for training opportunities and prioritize what training opportunities should occur first.

Establishing a Schedule for Collaboration and Feedback

"When teachers provide consistent, positive supervision to independence facilitators, it facilitates appropriate, effective instruction" (Carnahan, Williamson, Clarke & Sorenson, 2009, p. 42).

Effective communication involves (Carnahan et al., 2009, p. 36):

- the utilization of written protocols that provide independence facilitator supports with what needs to be accomplished to meet team goals
- examples and non-examples of what is expected
- modeling and coaching opportunities,
- frequent checks of understanding and concrete feedback

Giangreco and Doyle (2003) encourage educational staff to initiate opportunities to provide feedback to independence facilitators in both formal and information situation. This not only provides ongoing communications between team members, but also allows teams to problem solve and monitor student progress (Trautman, 2004). Special educators are responsible for supervising independence facilitators assigned to their programs and/or to the students on their caseload informally (Giangreco & Doyle, 2003) while administrators are likely to conduct their formal evaluations. To promote ongoing program development, Giangreco & Doyle (2003) recommend that teams create a schedule that provides opportunities for special educators to provide constructive and ongoing feedback throughout the year (Trauman, 2004). This schedule should be established early on and provide opportunities for both informal and formal communication. Establishing and communicating the "Chain of command" should be discussed early on (Giangreco & Doyle, 2003).

When supervising independence facilitators, key competency areas to evaluate include (Carnaham et al., 2009, pg. 41):

- implementing specific teaching strategies
- reinforcing/redirecting student behavior
- preparing and using data collection materials
- maintaining and organizing teaching environment, and
- implementing each step of the teaching plan

By setting time each week to address these key areas, independence facilitators will be provided with the support they need to perform their job and problem-solving will occur (Carnahan et al., 2009, p. 41).

ROLES AND RESPONSIBILITIES OF THE INDEPENDENCE FACILITATOR

Support to Teacher and Student
The majority of special education students do not require "extra" paraprofessional support. When the IEP team determines that an independence facilitator is needed to assist a student for special circumstances, the IF becomes a member of a team, which includes the student. The primary role of the IF is to support the staff working with a special education student.

Oral directions in a typical classroom are often given quickly and may need to be repeated or rephrased for the student. It is important for the IF to allow the teacher to give the initial instructions to the student and wait for the student to respond independently (or with help from a peer). If the student does not respond, the IF may need to check for understanding, and if necessary, repeat, rephrase or clarify the directions. The IF should step in to assist only when needed. The IF may pre-teach or re-teach concepts as needed.

A student's over-reliance upon a specific staff member will not give the student the opportunity to learn to respond to other staff. It is important for the IF to assist other students as well as the identified student. This reduces the pressure on the identified student and has a greater positive impact on the whole class. When the IF works directly with the student, the goal is to assist the student and then fade back, rather than "hover" over the student.

Legal Issues and Confidentiality
An IF must always be working under the supervision of a credentialed staff member. The IF is protected by the district's liability insurance, as long as the IF is carrying out duties as assigned. The classroom teacher is responsible for ensuring that the IF receives all breaks required by contract.

IFs must be well aware of the important requirements for confidentiality when dealing with special education students. They need to be careful not to share any personal information about the student with anyone other than "employees of the district with a legitimate educational interest."

The Case Manager and/or classroom teacher should clearly instruct the IF as to preferences regarding communication with the student's parent(s). Many Case Managers and teachers prefer that an IF communicate only daily routine information to parents and that all other communication about progress, behavior, health and other concerns be kept between teacher and parent(s) only. (This can be addressed on the *Up Front Issues to Reach Concensus* form on page 28.)

IFs need to be trained about appropriate physical contact with students. Light physical prompting may only be used when necessary to keep the student engaged with learning or assist with self-care activities, (e.g., putting hands down, helping a student move through a line, assisting a student in staying seated.) Any other physical contact may only be used to ensure the safety of the student or others. If there is a potential for emergency intervention, the IF may only use Non-Violent Crisis Prevention Intervention (NCPI) techniques, with appropriate training.

If IFs are providing health or medical supports, they will always be trained and supervised by an appropriately qualified professional. District liability insurance applies as long as the IF is performing duties according to training.

It is important that the IF, general education teacher, and Case Manager have regular, ongoing communication to ensure that all have the same expectations as to the role of the IF.

General Tips for IFs on How to Communicate With the Teacher:

- Be honest with the teacher at all times. It is okay to say, "I don't understand."
- When working one-on-one with a student, make sure that the instructions from the teacher are followed. If the teacher gives you no instructions, ask!
- Ask the teacher how a student learns best. Remember that not all students learn the same way – what might work for one student might not work for another student.
- When you are working with students in groups, check with the teacher to know what is expected of you.

Peer Assistance

The teacher and the independence facilitator should encourage peers to assist the identified student during the day when appropriate. Most activities will be more enjoyable for the student if he/she is assisted by peers rather than by an adult.

ONGOING PLAN TO PROMOTE INDEPENDENCE, AND FADING INDEPENDENCE FACILITATOR SUPPORTS

Promoting Independence and Fading Existing Supports

An ongoing review of the plan to promote independence will be conducted by the IEP team. Independence facilitator supports should always be considered temporary (Giangreco, 2010). All team members, including parents, school staff and the student, should have input into the creation of a plan to promote independence and a fading plan. *EES Form 5* and *IF Form 4* are completed during the initial phase and should also serve as the foundation for fading Independence Facilitator supports. In addition, *Techniques to Promote Independence and Fading Support (page 11)* is also available to assist with specific fading strategies.

Formulating a Plan to Promote Independence & Fading Plan

Re-evaluation is a crucial piece to formulating a fading plan. Natural development may promote maturity in areas of self-control, attention and concentration, social skills and common-sense judgment. Certain factors may mitigate the original reasons for the independence facilitator recommendation. Certainly, chronological age, development, and transition to the next level of education are reasons to reconsider an evaluation for a independence facilitator. This re-evaluation is especially critical for transition years to middle and high school programs if the student continues to have a independence facilitator with him/her.

The Fading Plan is implemented when a student already has a independence facilitator. When considering the implementation of the Fading Plan there is a question regarding whether the student continues to need the independence facilitator (or needs them for less time).

Independence Facilitator Re-Evaluation

When this question emerges it typically means that the case manager, in collaboration with the teachers, believes that the assignment of the independence facilitator, who may have been with the student for some time, needs to be revisited and re-evaluated by the team.

Possible Outcomes

There are three possible outcomes at the conclusion of the re-evaluation.

1. The student may continue to require independence facilitator on a full-time basis.
2. The student may need the independence facilitator on a part-time basis.
3. The student may not require independence facilitator at all.

It must be stressed, however, that if the data concludes a modification of the arrangement is necessary, the team leader tells the parents that a *Plan to Promote Independence* (page 30) is carefully crafted to be a slow, prudent, and a reasonable process of implementation.

TECHNIQUES TO PROMOTE INDEPENDENCE AND FADING SUPPORT

1) Watch before assisting. Can the student ask for help from teacher or peer? Can the student problem solve on his/her own?
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 (ie. head phones 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 the IF 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):

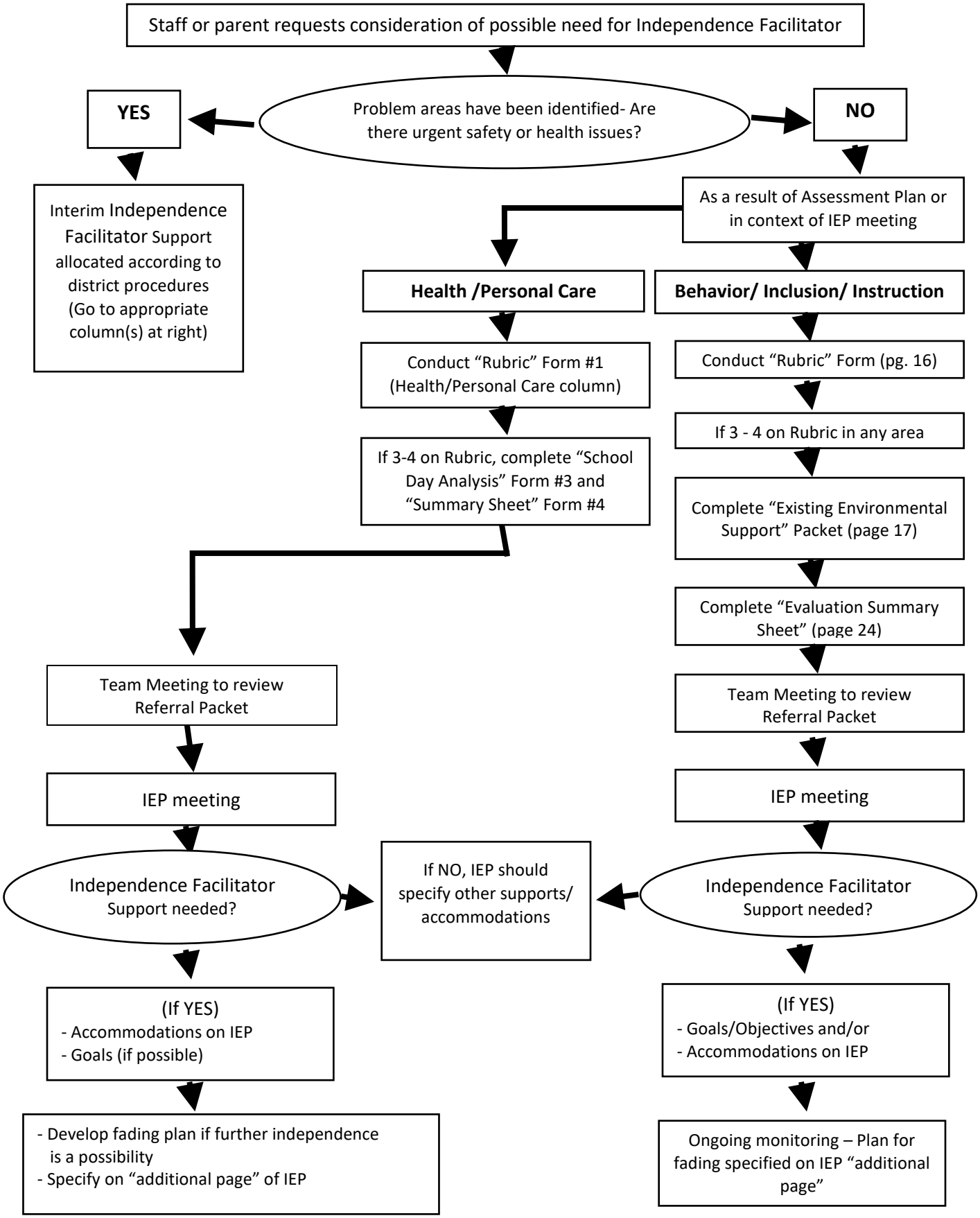
The Case Manager, teacher, parent(s) and others involved with the student should meet on a regular basis to evaluate student progress and need for an IF. The IF should be given encouragement, strategies and support for encouraging student independence and stepping back as possible.

If an IF is having difficulty "letting go," it may be necessary to rotate the IF to another classroom.

Guidelines to plan for fading in the IEP

- Develop goals and objectives that contain reduced levels of support and prompting to be used as measures of need for an IF.
- Include specific plan for reinforcement of Positive Behavior Support Plan.
- Specify accommodations/modifications to be provided as needed or as requested by student.
- Indicate specific activities and/or time for an IF under "Support for Student" on LRE page.
- Specify criteria for fading measures to be used, who will review them, and how often in the written plan for fading on "Additional Page" of IEP.

FLOWCHART FOR DETERMINING NEED FOR INDEPENDENCE FACILITATOR ASSISTANCE



DETERMINING NEED FOR INDEPENDENCE FACILITATOR SUPPORTS

Step 1

Initial Determination of Potential Need: When an initial request is made for independence facilitator support, a systematic process is available to assist teams in making objective decisions. To initiate a request, case managers (with the help of IEP team members), should complete: *Rubric to Determine Need for Independence Facilitator Support* (page 16). ***If a rating of 3 or 4 has been determined on the initial rubric, then continue on to step 2.***

Step 2:

Referral Process (Steps 2-6): When an initial request is made for independence facilitator support, a systematic process is available to assist teams in making objective decisions. To initiate a request, case managers (with the help of IEP team members), should complete:

A. *Rubric to Determine Need for Independence Facilitator Support (page 16)*
B. *Existing Environmental Supports Packet*
    1. *Checklist of Existing Environmental Supports* (page 17)
    2. *School Day Analysis (page 21)*
    3. *Classroom Profile* (page 22)
    4. *Behavior Support Assessment* (page 23)
C. *Independence Facilitator* Support Summary Sheet

Step 3

Packet to Supervisor: Once ***Step 2*** is completed, add the *Request and Rationale for Independence Facilitator* form (page 25) as the cover to the *Existing Environmental Supports Packet.* The case manager will give it to his/her program supervisor. The Special Education Director/Supervisor will coordinate a Team Meeting, which will include a multi-disciplinary team to assist in determining the need for independence facilitator supports. Team members must include the case manager, classroom teacher, and a building principal. Additional team members could include a school psychologist, school social worker, nurse, CCRESA consultant, speech and language pathologist, special education administrator or other special education staff. Team members will be given copies of the referral packet to review prior to their initial meeting.

Step 4

Team Reviews Request: A pre-observation meeting will be held. During this initial meeting, an observation schedule will be determined. The team will observe the student across all environments throughout the school day for a minimum of 30 minutes. This will allow the student to be observe in all settings: structured and unstructured/academic and non-academic. It is recommended that students be observed during math, language arts (reading and writing), science, social studies, specials (e.g., art, gym), and other unstructured times (e.g., lunchroom, recess). Also during this initial meeting, roles will be assigned. A team member is designated as the Team Leader (TL). The TL will distribute the observation schedule to general education and special education teachers (if applicable). Other team members may be assigned to interview the parent(s)/guardian(s) and/or teachers, meet with parent(s)/guardian(s), prior to the Team Meeting to discuss their recommendations/findings, and attend the student's IEP meeting to present information.

Step 5

Observations: Observations are conducted according to the schedule determined by the team and documented by each team member on the *Rubric to Determine the Need for Independence Facilitator Support* (page 16) and, for behaviors, on the *Behavior Support Assessment* (page 23).

Step 6

Team Meeting: Based on referral information, interviews, and comprehensive observations, the team will meet and make recommendations regarding independence facilitator and/or other supports. The *IF Support Intensive Needs Evaluation Summary* is completed by the team (page 24).

Step 7

IEP Team Meeting: The IEP team will present the team's recommendations at the IEP meeting. The IEP team makes the final decisions regarding independence facilitator supports. The student's Individualized Education Plan is the framework that determined what supports will be provided. The team will complete the *Determined Need for Independence Facilitator Support Packet* during the meeting.

A. *IEP Goals and Objectives Charting* (page 26)
B. Daily Classroom Routine (page 27)
C. Upfront Issues (page 28)
D. Promoting Independence Plan (page 30)

Step 8

Supervision: Regular, on-going meetings should occur between the independence facilitator and the general and special education staff that are working with the student to maximize outcomes for the students. A schedule for these meetings should be determined in advance and shared with all staff involved with a minimum of four meetings per IEP interim. At that time, progress should be noted and needed changes should be make and documented on the original plan for promoting independence (page 30).

RUBRIC TO DETERMINE NEED FOR INDEPENDENCE FACILITATOR SUPPORT

Student: DOB: Eligibility: Date:

Teacher: Program/School: Completed by: Title:

Mark the box that includes factors that best describes the student in each rubric category that is appropriate.

	Health/Personal Care	Behavior	Instruction	Inclusion
0	General good health. No specialized healthcare, or procedure, or medications 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 instruction activity. Follows directions with few to no additional prompts. ☐	Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. ☐
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Mediation administration takes less than 10 minutes time. Needs reminders to complete "age appropriate" personal care activities. ☐	Follows 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, follow directions, and to remain engaged in learning. ☐	Participates with modification and accommodation. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. ☐
2	Chronic health issues, generic health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). 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 unable to experience much success without behavior support plan 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. Requires more verbal prompts to follow directions. Requires signing 50-79% of the time. ☐	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation. ☐
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 interventions 15-45 min. daily. Frequent physical prompts and direction assistance for personal care. Requires toilet schedule, training, direct help, diapering. ☐	Serious behavior problems 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 on the IEP. Requires close visual supervision to implement BIP. ☐	Difficulty participating in large group. Requires low student staff/ratio, close adult proximity, and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Abilities and skills require strategies/adaptations not typical for class as a whole, such as: Discrete Trial, ABA, PECS or Assistive Technology. Requires signing over 80% of time. ☐	Does not participate without staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. Difficulty following school routines and schedules. Needs direct support to get to and from class. ☐
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 min. or more daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily. ☐	Serious behavior problems with potential for injury to self and others, runs away or aggressive on a daily basis. FAA or FBA has been completed and the student has a well-developed BIP that must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors using non-violent physical crisis intervention. ☐	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 accommodation and modification not typical for the class group. Requires signing 100% of time. ☐	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modification and accommodations for class work. Rarely interacts with or is interested in peers. ☐

CHECKLIST OF EXISTING ENVIRONMENTAL SUPPORTS

EES Form 1

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", answer questions below) ____ No

1. The following elements are included in the classroom schedule:

____ Times ____ Students ____Locations ____ Activities
____ Staff names

2. The schedule is:

____ Daily ____ Weekly ____ Other

★ ***Attach a sample classroom schedule***.

B. Schedule for individual student: Is there an individual student schedule?

____ Yes (If "Yes", answer questions below) ____ No

1. Student uses the following format for individualized schedule:

____ Object ____ Icon ____ Picture ____ Photograph
____ Word

2. Student ability to follow the schedule:

____ Independent ____ With physical prompts
____ With indirect verbal or gestural prompts ____ Inconsistent
____ With direct verbal prompts

3. Student use of the schedule:

____ Student carries schedule ____ Student uses transition cards
____ Student goes to schedule board ____ Inconsistent
____ Teacher carried and shows the schedule

4. Room is arranged with structure to correlate with tasks on schedule: (*Check all that apply*)

____ Area for one-on-one work ____ Area for leisure
____ Area for group work ____ Not applicable
____ Area for independent work

★ ***Attach a sample individual schedule***

Suggestions/Next Steps

C. Curriculum and Instruction:

1. Are the materials and activities differentiated for the student's:

   Chronological age (describe):

   Ability level (describe):

   Interest level (describe):

2. Check the curricular domains included in the student's program:

____ Communications	____ Social skills	____Pre-vocational
____ Academics	____ Domestic skills	____ Recreation/leisure
____ Motor skills/mobility	____ Self-care	____ Other

3. List equipment or devices used/available that may relate to the need for assistance. (*May be low incidence equipment or assistive technology device*)

4. Describe an activity which is challenging for the student. If appropriate, attach a sample Task Analysis Form used for a challenging activity with the student.

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 below) ____ No

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

____ Yes ____ No ____ In the process ____ Need to initiate

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

____ Very ____ Moderately ____ Mildly ____ **N**ot at all

4. Describe anticipated level of support to implement plan (ie. frequency of reinforcement, prompting, redirection):

5. What supports exist for implementing the plan; ie. self-monitoring, other adult:

★ ***Attach Behavior Support Plan/Behavior Intervention Plan***

E. Current data systems and collection of data:

____ Yes (If "Yes", answer questions below) ____ 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 _____

★ **Attach sample data collection sheet**

Suggestions/Next Steps

F. Planning Team meetings:

Are Team meetings held? *(formal or informal meetings to problem solve)*

____ Yes (If "Yes", answer questions below) ____ No

1. Meetings are held:
   ____ Daily ____ Bi-weekly ____ Weekly ____ Not applicable
   ____ Monthly ____ Needed

2. Meetings include:
   ____ Parent(s) ____ Special education teacher ____ General education teacher
   ____ Transportation ____ Specialists ____ Others _____

★ **Attach team meeting format.**

G. Layout of setting where supports may be needed.
Diagram or describe the arrangement of furniture, small group instruction areas, and/or equipment of the classroom or other setting:

H. Check and describe other supports currently provided.

____ Training for instructional staff _____

____ Consultation for the classroom staff _____

____ In-classroom coaching _____

____ Other _____

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"*)

SCHOOL DAY ANALYSIS

EES Form 2

Student: DOB: Eligibility:

Teacher: Program/School:

Completed by: Title: Date:

Time	Activity	What student can do without assistance?	What accommodations or assistance needed?	What adult support is currently available? (Specify & include ratio)	Can peer support be provided? (Specify)	Is there, or can there be, an IEP goal for independence? (Specify)

EES

Form 3

CLASSROOM PROFILE

Teacher _____ Date _____

Grade _____ Building _____

Completed by _____ Teacher _____

Universal Strategies Tier 1 (Refer to Environmental Checklist – Page 17)

Targeted Interventions – Tier 2	
How many students in your class are receiving and/or need Tier 2 academic or behavioral interventions?	List examples of those interventions

Individualized Interventions – Tier 3	
How many students in your class are receiving and/or need Tier 3 academic or behavioral interventions?	List examples of those interventions

*Complete this form to help the team better understand the complexities of your classroom

BEHAVIOR SUPPORT ASSESSMENT

EES

Form 4

Student's Name _____ Date _____ Grade_____

District _____ School _____

SE Teacher _____ GE teacher _____

Completed by _____ Title _____

Strategies	In Place	Partially In Place	Not In Place	N/A
Reference to posted classroom rules when student engages in appropriate and inappropriate behavior				
Expected student behavior and routines in classroom are stated positively and defined clearly				
Expected student behaviors and routines are taught directly				
At least 4 positive interactions are provided for every 1 corrective interaction				
Problem behavior receives consistent and timely consequence				
Instruction and materials are matched to student ability (math, reading, language)				
Transitions between instruction and non-instructional activities are efficient and orderly				
Student is actively engaged in the instructional				
Specific feedback is given regarding academic and social performance				

EES

Form 5

IF SUPPORT INTENSIVE NEEDS EVALUATION SUMMARY

Student: DOB: Eligibility:

Teacher: Program/School:

Completed by: Title: Date:

Check areas of intensive need that might require additional Independence Facilitator support.

Health/Personal Care	Behavior	Instruction	Inclusion
___ G-Tube feeding* ___ Medication* ___ Respiratory/Suctioning * ___ Food preparation ___ Diaper Changing/Toileting ___ Feeding – full support ___ Seizures * ___ Lifting/Transfers/Positioning ___ Equipment needs ___ Other: *Specialized physical health care plan or emergency plan.	___ Behavior plan implementation or documentation ___ Physically aggressive ___ Non-compliant in class ___ Non-compliant on campus ___ Runs away/ eloping ___ Non-compliant on school-based activities ___ Self-injurious ___ Other:	___ Unique strategies not typical for class ___ Visual communication system ___ Structured teaching ___ High levels of verbal prompts ___ Assistive technology support ___ Sign language ___ Other:	___ Instructional support ___ Physical support/positioning ___ Safety supervision ___ Social Support ___ Transitions ___ Recess/lunch ___ Other:

AREAS OF NEEDS	***Time/Days***
1.	
2.	
3.	
4.	
5.	
6.	

For each area of need in which further independence is possible, develop an IEP goal and a plan for frequent monitoring for the purpose of fading Independence Facilitator support. Other ongoing supports should be noted on the Accommodations Page of the IEP.

Request Form

Request and Rationale for Independence Facilitator Support

Student's name _____ Date _____ Grade _____

Building _____ SE Teacher _____

GE Teacher _____

Completed by _____Title _____

State your major concern for requiring additional assistance:

See *Rubric* (Appendix B)

_____ Health/Personal Care _____ Behavior _____ Instruction _____ Inclusion

Explain:

Level of support requested:

_____ Intense (1:1 all day)

_____ Moderate (specific times)

_____ Minimal (transition/cycle certain time of year or as needed)

Explain:

History of supports:

Has the student had additional staffing before and what was the level of support?

Explain:

IEP GOALS AND OBJECTIVES CHARTING

IF

Form 1

Student: _____

School year: _____

Levels of Assistance

1 = Independence
2 = Gesture/Visual Cue
3 = Verbal Cue
4 = Model
5 = Physical Prompt

GOALS /OBJECTIVES Dates:										
Trainer's Initials										

Comments:

IF

Form 2

DAILY CLASSROOM ROUTINE

Student's Name _____ Date _____ Grade _____

Building _____ Special Education Teacher _____

General Education Teacher _____ Independence Facilitator _____

Directions: In the first and second columns, enter the time and activity. In the third column, enter the typical tasks associated with each activity. In the fourth, fifth, and sixth columns, indicate the responsibilities for each staff member. As a team, discuss this routine. *Use additional pages as necessary.

TIME	ACTIVITY	TASKS	GE TEACHER	SE TEACHER	FACILITATOR	COMMENTS

UP-FRONT ISSUES TO REACH CONSENSUS

IF

Form 3

Student's Name _____ Date _____ Grade _____

District _____ School _____

SE Teacher _____ GE Teacher _____

Completed By _____ Title _____

Directions: As a team, discuss and answer each of the following question prior to the first day of school.

Planning

1. How will the independence facilitator participate in planning instruction for students with and without disabilities?
   _____ Directly sharing ideas during weekly meetings
   _____ Indirectly through informal conversations during the week
   _____ Not at all
2. When and where will these meetings occur?

   _____

Instruction

3. Will the independence facilitator help implement instruction?

   _____ Students with disabilities _____ Student without disabilities

4. How will the independence facilitator help implement instruction?
   _____ Facilitation of teacher-designed instruction

   _____ One-to-one _____ Small groups _____ Whole groups

   _____ Implementation of teacher-designed adaptations

   _____ Not at all

   _____ Other

5. Who will train the independence facilitator to use the specific instruction strategies?
   _____ General Educator _____ Special Educator _____ Other

   When/how will this training occur?

6. Who will evaluate the effectiveness of the instruction for the student?

_____ General Educator _____ Special Educator

Student Behavior

7. What are the classroom expectations for students and adults?

8. How are classroom expectations communicated to the students?

9. What plan is followed to address unacceptable student behavior?

10. What are the specific roles of the general educator, special educator, and independence facilitator in supported, positive student behaviors?

Communication

11. How are communication needs addressed?

12. Who will communicate with parents about routine daily occurrence?

_____ General Educator _____ Special Educator _____ Independence Facilitator

13. Who will communicate with parents about situations outside of routine daily occurrences?

_____ General Educator _____ Special Educator _____ Independence Facilitator

14. Who is responsible for assessments?

_____ General Educator _____ Special Educator

IF
Form 4

PROMOTING INDEPENDENCE PLAN

Student: _____ Grade: _____ IEP Date: _____

Special Ed Teacher: _____ Building: _____

Independence Area	Target Activities		Instructional Activities	Time Frame	
	Currently	Future		Start	Complete
Staffing Date and Progress Notes:					
Staffing Date and Progress Notes:					
Staffing Date and Progress Notes:					
Staffing Date and Progress Notes:					

DEFINITIONS

- **ABC Chart –** 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 or activity that immediately precedes a problem behavior. The "B" refers to observed behavior, and "C" refers to the consequence, or the event that immediately follows a response.

- **Accommodation –** An alteration or support to the course or test which does NOT substantially alter the basic construct of the course or test.

- **Behavior Intervention Plan (BIP) –** A plan that is developed after conducting a Functional Behavior Assessment (FBA) to help a person learn to change his or her behavior.

- **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.

- **Center-Based Program/School** – A school for students that have been identified with special needs requiring specialized instruction in the areas of daily living skills, independent living skills, and communication skills. Often students who are enrolled in center-based schools have specific behavioral and medical needs.

- **Code of Federal Regulations (CFR)** – The IDEA appears in the CFR Vol. 64 #48

- **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.

- **DIS** – Designated Instruction and Services (known as "Related Services" in the federal law.) Specialized services provided a special education student to assist him/her to benefit from the educational program.

- **Eloping** – A situation when a person 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** – The process of systematically reducing the level of support a student needs.

- **Functional Behavior Review (FBR)** – An analysis of maladaptive behavior which looks at the "situational, environmental and behavioral factors" which may contribute to the behavior. Does NOT have required elements.

- **IDEA** – The Individuals with Disabilities Education Act (PL 105-17).

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

- **Inclusion** – Placement of a student with disabilities in the general education classroom with modifications provided more than 50% of the day.

- **Independence Facilitator** – A 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.

- **Instructional Aide** – Same as "paraprofessional" or "independence facilitator" depending on primary role.

- **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.

- **Para-educator –** Same as "paraprofessional"

- **Paraprofessional –** A non-credentialed special education professional, who always works under the supervision and guidance of a credentialed or licensed professional.

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

- **Resource –** A special education program in which students receive special education services for less than 50% of the day. The Resource Specialist is a credentialed special education teacher who may work with students in general education classrooms, consulting, co-teaching, or collaborating with general education staff, and/or in the resource room with small groups or individualized instruction.

- **Resource Program** – A special education program in which students receive special education services for more than 50% of the day. The Resource Specialist is a credentialed special education teacher who may work with students in general education classrooms, consulting, co-teaching, or collaborating with general education staff, and/or in the resource room with small groups or individualized instruction.

- **Rubric** – A system of points used for evaluation. Points are assigned for essential components.

- **Self-Contained Program -** 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.

- **Tier 1 Supports** – Universal supports and strategies provided to all students within the school building.

- **Tier 2 Supports** – Additional programs and strategies 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 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.

Appendix B

ADDITIONAL FORMS & RESOURCES

Visit www.ccresa.org

Click on Special Education under the Heading "CCRESA Departments"

(or click this direct link): http://www.ccresa.org/page.php?ID=76

Files/Links

Forms

Behavior Forms

Behavior Incident Form (PDF) (direct link below)
http://www.ccresa.org/Files/Uploads/42/Behavior_Incident_Form.pdf

Documentation of Emergency Use of Seclusion/Restraint (Word Doc)

Suspension/Expulsion Documentation Log (Word Doc)

Positive Behavior Interventions and Supports – Currently Under Construction

Behavior Intervention Guide

Intervention Fidelity

Student Identification

Tier 1 PBIS

Tier 2 PBIS

Tier 3 PBIS (direct link below)

http://www.ccresa.org/page.php?ID=174

Contributing Committee Members:

Lauren Wakeman – Special Education Teacher, Clinton County RESA

Karrie LaFave – ASD Support Team Assistant, Clinton County RESA

Tisha Schafer – ASD Support Team Consultant, Clinton County RESA

Dr. Robert Fall – Special Education Director, Clinton County RESA

Dr. Kathleen Senita – Director of Special Education & Special Services, DeWitt Public Schools

This document is based on original source material produced by:

- Antelope Valley SELPA
- Eastern Upper Peninsula Intermediate School District
- Ingham Intermediate School District
- Muskegon Area Intermediate School District
- Riverside County Office of Education
- Ventura County SELPA