**Adult Support Determination Process and Planning Tool**

In addition to the lack of evidence for the use of one-to-one adult support, current research indicates that an overreliance on paraprofessionals is associated with unintended detrimental effects. (Giangreco, et.al., 2010; Giangreco, 2010). These effects include the student feeling stigmatized, interference with peer interactions, interference with teacher engagement and competent instruction, decrease in independence skills, and an increase in behavioral challenges. As such, assigning one-to-one adult support must be approached cautiously and occur only the when other interventions such as visual supports, peer to peer support, positive behavioral supports or current supports in the classroom cannot meet the student’s academic, social or behavioral needs.

This tool is designed to assist school teams in determining when 1:1 adult support is appropriate and necessary and in designing a support plan that includes processes for fading direct adult support over time. It also aligns with the research recommendations that decision-making processes and tools be developed and used for determining the need for adult support (Giangreco, 2010; Giangreco, et.al., 2011). It is important to note that the general use of one-to-one adult support in school should be considered a systems issue and addressed at a systems level (Giangreco, 2012).

**STEP 1**: Complete the following schedule matrix to determine where the student may need additional support.

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| **Student Schedule** | **Expectations &**  **Instructional Demands** | **Current Level of Skills**  **(Compared to Peers)** | **Current Supports,**  **Strategies and EBPs** | **Potential Goals &**  **Strategies Needed** |
| In this column, list the student’s daily schedule including all primary activities, courses / classes and/or transitions. | In this column, identify the expectations & instructional demands during this part of the schedule. Expectations and instructional demands include:   * Independence Skills * Social Interaction Skills * Communication Skills * Behavioral Skills * Academic Skills including task initiation, engagement, & output   For example, during “arrival,” the expectations may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work.  Include in this section any specific IEP goals targeted during a particular time in the schedule. | In this column, identify the student’s performance, compared to peers, during each part of the schedule.  Include the following:   * Independent Skills * Social Interaction Skills * Communication Skills * Behavioral Skills * Academic skills including:   + Task Initiation   + Engagement   + Output   Deficits in these areas may indicate the need for intervention including 1:1 adult support. | List in this column, all the supports, strategies, and/or supplementary aides and services currently in place to support the student. These include but are not limited to:   * Visual / Organizational Supports / Strategies * Peer to Peer Supports * Functional Communication System * Positive Behavioral Interventions & Supports * Evidence-Based Practices * Accommodations / Modifications * Behavioral Response Plan / Crisis Plan * Adult (Paraprofessional) Support | In this column, based on information in the previous columns, list potential goal areas (areas of need) and strategies needed for the student to independently make adequate progress in all areas.  Before considering 1:1 adult support, all other supports to address the challenge should be considered FIRST. One-to-one adult support should be considered the most restrictive support option (Giangreco, 2010). Adult supports should ONLY be used as long as is necessary to teach the student to independently use a system or strategy (e.g. self-management) to address the challenge. If adult support is added, the IEP team should complete the Adult Support Responsibilities form included in this document. |

**Adult Support Determination Process and Planning Tool**

**Student Name (DOB): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Student Schedule** | **Expectations &**  **Instructional Demands** | **Current Level of Skills**  **(Compared to Peers)** | **Current Supports,**  **Strategies and EBPs** | **Potential Goals &**  **Strategies Needed** |
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**Adult Support and Responsibilities**

**STEP 2**: If it is determined that the student needs one-to-one adult support to address academic, behavioral, or social needs, complete the following tool. Paraprofessionals in this role should be considered “independence facilitators” and 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 paraprofessional 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).

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| **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:   * 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:   * Independent Skills * Social Interaction Skills * Communication Skills * Behavioral Skills * Academic skills including:   + Task Initiation   + Engagement   + Output | In this column, describe the specific roles, responsibilities, strategies, etc. that the 1:1 adult / paraprofessional will use to assist the student in making progress on the goals / 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. |

**Adult Support and Responsibilities**

**Student Name (DOB): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **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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References

Giangreco, M.F. (2010). One-to-one paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong? *Intellectual and Developmental Disabilities*, 48, 1-13.

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Giangreco, M.F., Doyle, M.B., & Suter, J.C. (2012). Constructively responding to requests for paraprofessionals: We keep asking the wrong questions. *Remedial and Special Education*, 33(6), 362-373.

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