

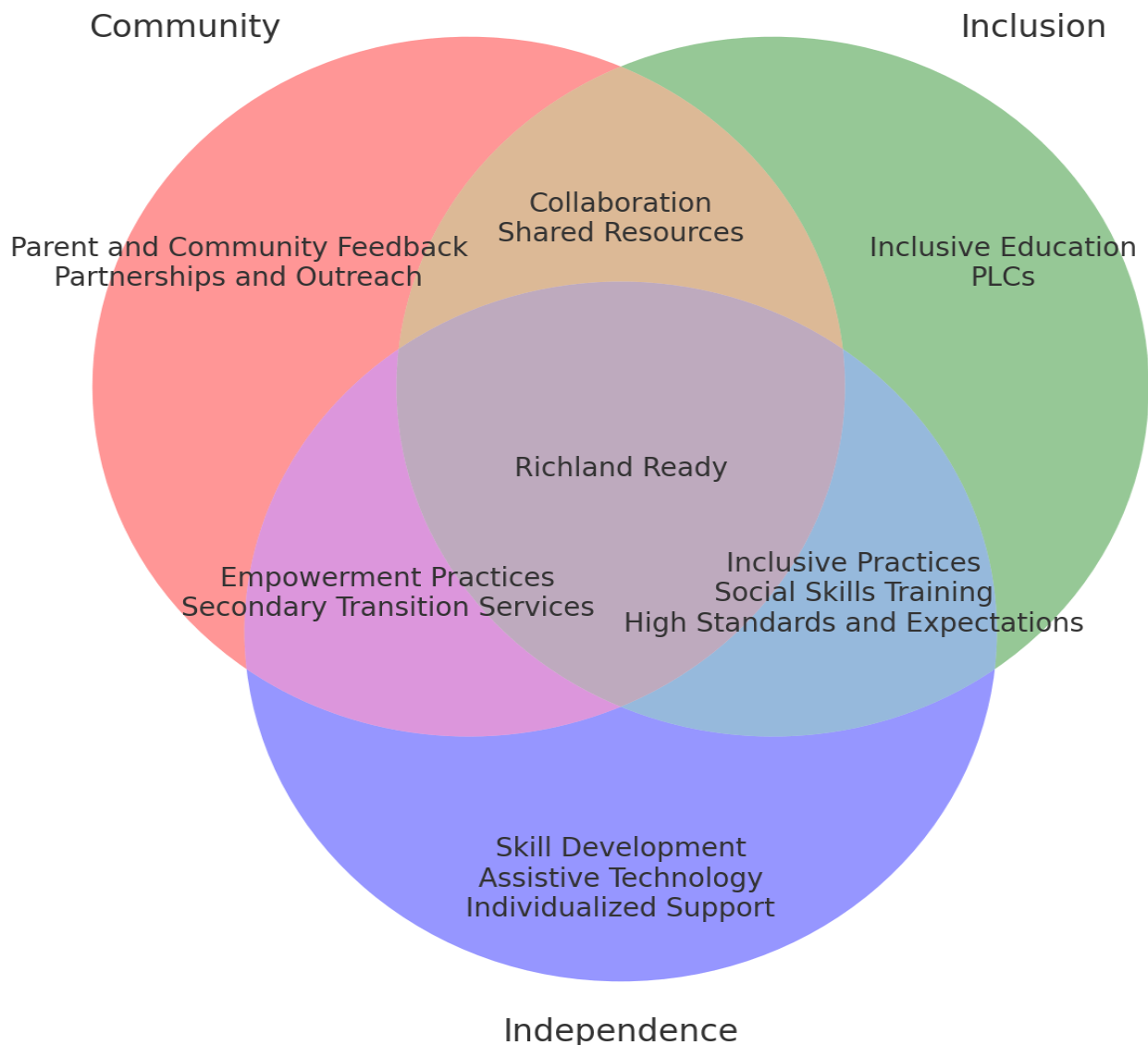


Educating Every Student for Success

Updates for the 2024-2025 School Year

Following the 2023-24 work of the Special Education Task Force and a review of district progress data, the special education team determined our three main focus areas on Community, Inclusion, and Independence.

Richland Special Education Department Focus Areas



Special Education offers an individualized education program for each student who qualifies. This makes it extremely difficult to make blanket policies, training, procedures, directives, etc, as it will likely not apply to all students or only apply to a select few. Below you will find some of the developments we have brought to special education for this school year, that we believe give you a broad perspective of many of the different types of initiatives we have going on in the special education department.

Community

- Parent and Community Feedback
 - The Richland School District created a post IEP meeting survey for staff and principals to send to parents after the IEP to allow parents a chance to seek clarification or ask to be contacted. **See Appendix A.**
 - The Richland School District sends out an Annual Survey to all families and has questions specifically targeted towards students on IEPs.
 - The Richland School District created a one page document of frequently used terms and acronyms for teams to share with parents to help them in the IEP process. **See Appendix B.**
 - The Richland School District created a 2 page document outlining the Evaluation and IEP process (especially for new families). All families receive a copy of the Procedural Safeguards (39 pages) that can be overwhelming and complicated to understand. We have created this in hopes of helping families better understand the process. We are awaiting feedback from the Benton Franklin Special Education PTA. **See Appendix C.**
- Partnerships and Outreach
 - Created a Richland Special Education Brochure. **See Appendix D.**
 - Added a Supplemental Support Class to Hanford High School. This allowed 10 students to receive the necessary special education services at their neighborhood school.
 - Richland School District had/will have a booth at the Buddy Walk, Benton Franklin Family Resource Fair, and the Better Together Walk.
 - Assistive Technology information Night

Inclusion

- Inclusive Education
 - The focus of improvement on inclusion from the Special Education Task Force centered around general education classrooms and instruction.
 - The district wide adoption of PBIS as well as Character Strong/Purposeful People have helped support students for inclusion. PBIS is a crucial step in building inclusive classrooms. The addition of SEL curriculum time has added additional opportunities for inclusion in the general education classroom.
 - The adoption of Amplify CKLA and a commitment to all kids receiving Tier I instruction helped ensure that students with disabilities will be unlikely to be pulled from the general education setting during ELA time.
 - The district will also restructure the staff and parent survey questions this school year.
 - The intent of staff survey questions will gauge the readiness for inclusion and the potential barriers to inclusion such as professional development.

- The parent survey will be restructured to be more informative about the positive outcomes of inclusion for all students, especially those with disabilities.
- The Early Learning Center has focused on placement of students in the general setting as a first option this school year. This has resulted in 38% of our students being placed in a general education setting at this time compared to 22% at the same time last school year.
- A monthly update of information is shared with all special education staff and building administrators with tips and updates from special education as well as a monthly Myth and Fact about inclusion and their building inclusion data (percentage of students on IEP's who spend 80% of their day or more in general education).

Independence

- Individualized Support
 - Independence Plans: The Special Education Department has begun sharing Independence plans with school teams. These plans play a critical role in guiding education teams as they determine the least restrictive environment (LRE) for students on IEPs. These plans focus on gradually reducing reliance on 1:1 paraprofessional support by fostering a student's independence across academic, social, and functional areas. They encourage teams to assess the student's current abilities, set specific independence goals, and implement strategies for achieving them, such as natural peer support, assistive technology, or scaffolded instruction. Ultimately, these plans help identify and educate students in environments that provide the greatest opportunities for engagement, autonomy, and growth. **See Appendix E**
- Skill Development
 - Transition: Transition planning considers students' futures beyond their diploma: post school outcomes of higher education, employment, and independent living. Teams create individualized, intentional next steps after high school, for a smooth, predictable path forward, connecting graduates with community resources: adult service agencies, employment, leisure activities.
- Community Based Transition Center, Handbook -
 - A procedural handbook was developed to standardize CBTC's operations and processes, ensuring consistency, efficiency, and quality across all teams. By providing a central reference point for employees, it helps minimize errors, facilitate best practices, and sets clear expectations for how tasks are completed.
 - The Community-Based Transition Center (CBTC) empowers young adults to become independent, thriving community members. Through collaborative partnerships with local resources, our CBTC team offers intentional transition services, guiding students towards full community integration with a focus on meaningful daily living skills, community access and authentic worksite learning job experiences on community job sites. The Special Education Department collaborates with the Career Technical Education (CTE) Department to offer these transformative opportunities. [RSD Community Based Transition Center Processes Handbook](#)

Professional Development:

The following are professional development opportunities that have been provided to some or all staff in the district this school year. Special education is unique and it is individualized and focuses on the unique needs of the student so identifying professional development that applies to the majority can be challenging.

- **Mandt** At the recommendation of the Urban Collaborative, the district reviewed the training and practices of Mandt. We were able to audit the instructor training course to determine if it was right for the district. From the beginning, the focus begins on prevention of escalating behavior through building relationships with students which aligns with both PBIS and Character Strong/Purposeful People. Mandt training equips educators with tools to create safer, more supportive school environments by addressing challenging behaviors through trauma-informed practices. It prioritizes relationship-building, helping staff understand the root causes of behavior while promoting de-escalation techniques and emotional regulation. This approach minimizes conflict and reduces the need for physical intervention, fostering trust and respect within the classroom.

Trauma-informed strategies in Mandt training focus on recognizing how past experiences impact student behavior. Educators learn to manage their own emotional responses and respond compassionately, preventing re-traumatization and promoting a sense of safety. These practices empower schools to cultivate positive and inclusive learning environments.

The program's emphasis on proactive conflict prevention and consistent routines improves overall classroom safety. Schools using Mandt report fewer behavioral incidents and suspensions, contributing to better academic and emotional outcomes. By prioritizing dignity, respect, and understanding, Mandt training helps create a foundation for long-term student success.

- **Goalbook** The Special Education department currently funds the use of the Goalbook Toolkit. Goalbook is a web based tool to help educators write IEP goals that are aligned to the common core state standards. Goalbook also assists with monitoring progress and implementing effective instruction. Research on the Goalbook Toolkit shows it helps educators write data-driven present levels, develop high-quality goals, improves educator effectiveness, enhances collaboration, and increases student outcomes. This year, through a community complaint, OSPI required the district to train all staff in progress monitoring. This allowed us to retrain all staff in Goalbook and the benefits it can provide to students. We have received positive feedback regarding the impact Goalbook has had on IEP development. Goalbook has been great to partner with and often requests feedback in order to improve their product.

- **LETRS Aspire:** LETRS Aspire is developed using empirical research on the science of reading and is specially designed for educators of **adolescent learners**. Aspire helps educators support a classroom's varying levels of literacy proficiency needs by equipping them with literacy skills that transfer to their areas of expertise. The LETRS Aspire PD focuses on three domains - Word Recognition, Language Comprehension, and Reading Comprehension & Writing. The PD also covers theories of reading development, reading difficulties, dyslexia, multilingual learners, and assessment. LETRS Aspire supports our district strategic plan for academic success and will strengthen academic student supports, inclusive teaching, and implementation of evidence based instructional strategies. By engaging our RSD teachers in professional learning that deeply examines literacy instruction, we can improve outcomes for our students. This training is ongoing and is being provided to Resource Room, Extended Resource Room, Supplemental Support, Structured, and Life Skills Teachers.
- **Lexia:** Lexia provides explicit, systematic, personalized learning on critical reading and language skills to accelerate development and provide data-driven plans to differentiate instruction for each student. Lexia's digital curriculum solutions are founded upon Structured Literacy, the application of the science of reading into practical classroom instruction. We currently have licenses to support Core5 and Power Up. Core5 supports students in grades PreK-5 while Power Up supports students in grades 6-12. Core5 is a three-step adaptive blended learning model where students are motivated by their own success as they follow their own personalized learning path. Core5 also provides scaffolds for students if they struggle, providing guided practice or even direct instruction on the specific error type, and advancing them to higher levels as they demonstrate mastery. PowerUp is aligned to college and career ready standards and offers a wide range of content. PowerUp combines over 100 high-interest authentic and original texts, age-appropriate artwork, humorous instructional videos, game-based elements, and self-monitoring tools to encourage adolescent learners to take advantage of their learning. Lexia supports our staff by providing professional development tailored to our needs. We have received a lot of positive feedback from educators using both Core5 and PowerUp. Due to the feedback from educators, we have increased our licenses for the 24-25 school year.
- **STAR:** The STAR Program (Strategies for Teaching based on Autism Research) teaches children with autism the critical skills identified by the 2001 National Research Council. The ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training and teaching functional routines form the instructional base of this comprehensive program for children with autism. The STAR Program includes detailed lesson plans, teaching materials, data systems and a curriculum-based assessment for teaching in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills. Training includes one day onsite instruction with follow up coaching sessions to support implementation. Training has been provided for our teachers in Extended Resource Room, Supplemental Support, Structured, Life Skills, and ELC staff. Several SLPs have also been trained in STAR. Staff also have access to STAR's Media Center, which includes additional resources.

Data: Percentage of Students Served 80% of their day in the general education classroom

OCT	ELC	BME	DSE	JLE	JEF	LCE	MWE	OES	SAC	TAP	WBE	WWE
LRE1		60	63	80	66	61	80	50	64	51	57	68
SWD	168	88	85	135	102	90	109	79	88	75	74	83
		0.68	0.74	0.59	0.65	0.68	0.73	0.63	0.73	0.68	0.77	0.82

TRHL	CMS	CJMS	EMS	LLM	Open Doors	PCOA	HHS	RHS	REHS
39	70	66	66	62	14	61	124	138	35
45	131	120	115	94	14	74	227	273	37
0.87	0.53	0.55	0.57	0.66	1.00	0.82	0.55	0.51	0.95

Special Education Total by Year (K-21)

24-25	23-24	22-23	21-22	20-21	19-20
2153	2029	1819	1602	1499	1507

Appendix A

Post IEP Meeting Survey

zachery.carpenter@rsd.edu [Switch account](#)



Not shared

* Indicates required question

Name: *

Your answer

Student's Name: *

Your answer

Was there any part of the meeting that didn't make sense or that you need more information on?

Your answer

I would like the following team members to reach out to me.

- ☐ No follow up needed, thank you
- ☐ Special Education Teacher
- ☐ General Education Teacher
- ☐ Principal
- ☐ School Psychologist
- ☐ Other...

I'm satisfied with the amount of opportunities for involvement in this process.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any recommendations for improvement?

Long answer text

Appendix B

Special Education Terms

Information for Parents

Navigating the special education services provided by your school can be confusing and full of unfamiliar terms. The following are some of the terms you may hear as you work to support your child's success.

- **Accommodations:** Changes that enable a student to work around a disability, without a change in the curriculum (for example, giving answers orally instead of in writing).
- **Assistive technology (AT):** A device or service that is determined by an IEP team to be necessary to provide a student with educationally relevant and necessary access to a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE).
- **Behavioral Intervention Plan (BIP):** A written plan designed to increase pro-social behavior and decrease problem behavior.
- **Free Appropriate Public Education (FAPE):** The right to special education and related services, free of charge, that are appropriate to meet the unique needs of the student in order to prepare them for further education, employment, and independent living.
- **Functional Behavior Assessment (FBA):** An assessment that identifies a specific or target behavior that interferes with a student's education.
- **Individualized Education Program (IEP):** A legal document that is developed to ensure that a child with an identified disability receives specialized instruction and related services.
- **IEP Team:** A group of individuals who meet to discuss and make decisions on a student's IEP. An IEP team consists of a parent, general education teacher, special education teacher, an individual who can interpret the instructional implications of evaluation results, a representative of the public agency, and whenever appropriate, the child with a disability.
- **Inclusion:** The opportunity for students with disabilities to learn alongside their non-disabled peers in the general education setting.
- **Least Restrictive Environment (LRE):** A requirement stating that, as much as possible, students with disabilities must be taught in the same setting as students without disabilities.
- **Modifications:** Changes (or adaptations) to what is being taught or expected of a disabled student, making it possible for them to participate in a classroom with students who have no disabilities (for example, giving an easier assignment).
- **Specially Designed Instruction (SDI):** Instruction in which the content, methodology, or delivery of the instruction is individually adapted to address the student's disability-related needs.
- **Extended School Year (ESY):** Services identified annually by the IEP team that the student requires beyond the normal school year. The purpose of these services is the maintenance of the student's learning, skills, or behavior, not the teaching of new skills or behavior.
- **Multi-Tiered System of Support (MTSS)** - a framework schools use to provide tiered supports (universal, targeted, intensive) to address student needs.
- **Response to Intervention (RTI)** - a method of determining student eligibility in special education as a student with a specific learning disability (SLD).

Appendix C

Understanding the IEP Process: A Guide for Parents

What is an IEP?

An Individualized Education Program (IEP) is a legal document developed for children with disabilities in public schools. It outlines the special education services and support your child will receive to help them succeed in school with specific goals.

Steps in the IEP Process

1. Referral

The IEP process begins with a referral, which can be made by you, your child's teacher, or anyone who suspects a concern. This step notifies the team that they have 25 school days to review any concerns and data and determine if an evaluation is needed.

2. Evaluation

Once consent for an evaluation is received, the school will conduct an evaluation to determine if your child qualifies for special education within 35 school days. This evaluation includes various assessments to understand your child's strengths and challenges.

3. Eligibility Determination

A team of professionals, including you, will review the evaluation results to decide if your child is eligible for special education services. There are 3 basic components;

- Does the student have a disability?
- Does that disability adversely impact their education?
- Does the student need specially designed instruction (SDI)?*

If your child qualifies, the team moves forward to develop an IEP.

4. IEP Meeting (minimum required members- Parent/Guardian, General education teacher, Special Education Teacher, administrator)

- Within 30 Calendar days from the evaluation date, a meeting will be scheduled
- At a minimum the team will include the following
 - Parent/Guardian
 - General Education Teacher
 - Special Education Teacher
 - Administrator
 - Other members as determined by the evaluation/IEP
- The following will be discussed
 - Students Strengths
 - Setting specific, measurable goals for your child.

- Determining the services and supports your child needs.
- Deciding how your child will participate in general education classes and activities.

5. Writing the IEP

The IEP document includes:

- Current performance: A snapshot of your child's current abilities.
- Goals: Short-term and long-term objectives.
- Services: The special education services your child will receive.
- Participation: How your child will join in regular classroom activities.
- Accommodations: Adjustments and supports to help your child succeed.
- Progress: How your child's progress will be measured and reported.

6. Implementation

Once the IEP is finalized and you have given consent to start services, the school will begin implementing the plan as written.

7. Review and Update

The IEP is reviewed at least once a year to ensure it meets your child's needs. You can request a meeting at any time if you have concerns or if your child's needs change.

Your Rights as a Parent

- **Participation:** You have the right to be involved in all aspects of the IEP process.
- **Consent:** You must give written consent before any evaluation or special education services begin.
- **Records:** You can access your child's educational records at any time.
- **Dispute Resolution:** If you disagree with the IEP, you have options for resolving disputes, including mediation and due process hearings.

Tips for Parents

- **Stay Informed:** Learn about your child's disability and rights.
- **Communicate:** Maintain open communication with teachers and school staff.
- **Document Everything:** Keep records of all meetings, evaluations, and communications.
- **Advocate:** Be proactive in advocating for your child's needs.

Conclusion

The IEP process is designed to ensure your child receives the appropriate support and services to succeed in school. By understanding the steps and your rights, you can effectively collaborate with the school to develop a plan that best supports your child's educational journey. *Specially Designed Instruction

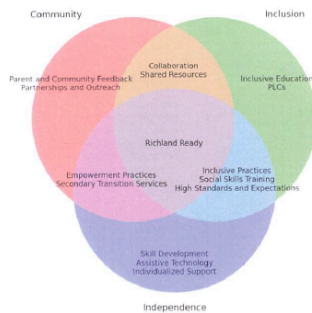
Appendix D

ABOUT

Special Education in the Richland School District is **individualized, student-centered, outcome-based, and delivered through a collaborative team approach.**

To meet the individual needs of students, we provide a variety of educational settings and services. We walk hand-in-hand with families while educating their child in the least restrictive environment.

FOCUS AREAS



We are a community that deeply believes in service, hard work, the joy of learning and the importance of helping the next generation be ready for the future.



Learn more about special education in the Richland School District by calling 509-967-6050 or visit www.rsd.edu/special-education



Special Education is a service, not a place.



Together, Educating Every Student for Lifelong Success!

Family Outreach

- **Annual Family Resources Fair: Making Connections** is RSD's annual event where our Special Education Department hosts an evening with vendors sharing valuable school and community resources with our students and families, preschool-adult.
- **Assistive Technology Information Night** Twice a year RSD's Assistive Technology Team hosts an evening event for families, sharing information on augmentative and alternative communication devices and supports for students.

Inclusive Events

- The Richland School District prides itself on creating inclusive environments and events for students with disabilities to thrive.
- **Field Day** is a districtwide event for student athletes with disabilities.
- **Cane Quest Pacific Northwest** is a regional orientation and mobility contest for students in grades 3-12.

Assistive Technology

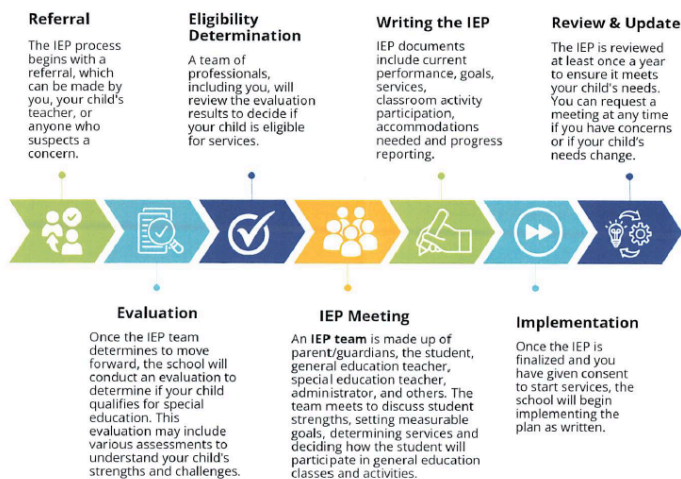
RSD's special education staff ensures that our students have access to devices, products and services that enhance learning, working and daily living. The district has a dedicated team working directly with students in using assistive technology.

Transition Services

Transition services are a critical piece in planning for our students' futures. Transition services include **Work Based Learning** opportunities through the Career & Technical Education course, where students gain valuable job readiness skills working on job sites in our community. RSD has cultivated strong partnerships with local businesses and currently has students working in more than 25 organizations throughout the Tri-Cities. In 2022, the RSD opened the off-campus transition services site, the **Community Based Transition Center**, serving students 18-22 years old.

UNDERSTANDING THE IEP PROCESS

An Individualized Education Program (IEP) is a legal document developed for children with disabilities in public schools. It outlines the special education services and support your child will receive to help them succeed in school with specific goals.



Learn more at www.rsd.edu/special-education

Appendix E

1:1 Para Allocation Process

The 1:1 para educator allocation process is a tool used to avoid over dependence on adult proximity and to promote independence for all students.

Research has shown:

- Para educator support has opened more educational opportunities for students with disabilities; however, it has also had some unexpected outcomes.
- Research has linked excessive or unnecessary para educator proximity with inadvertent detrimental effects for students.

Steps to determining the allocation of 1:1 para educators:

1. Complete the **Rating Scale for Student Needs** for initial evaluations and reevaluations
2. Determine supports that already exist in the classroom and building
 - a. Document on the **Environmental Analysis Summary of Observations**
3. Complete **Routines Analysis:**
 - a. Determine what supports are needed and when
 - b. Determine what supports already exist in the classroom and building
4. Obtain approval from Program Administrator
5. Hold the IEP meeting and propose additional support
6. If the IEP team agrees to 1:1 para support, a **Bi-Annual Para Professional Fading Plan** must be completed.

*** Review the **Routines Analysis** and the **Bi-Annual Para Professional Fading Plan** every 6 months to determine levels of student independence

I-ANNUAL PARAPROFESSIONAL FADING PLAN

Student's Name: _____

Paraprofessionals working with student: _____

DATE: _____ **Review date is either next IEP date or by May 1st:** _____

Incorporate a plan for fading paraprofessional support at any time that a 1:1 aide is identified in an IEP. When an initial assignment is made, a discussion should occur recognizing that a 1:1 aide is a move to a more restrictive model of service. At the same time as the initial assignment of a 1:1 aide, the IEP Team should discuss and develop a plan for fading the needed supports. A good plan will specifically identify a time period and process to review and monitor the impact of specific actions, in order to minimize potential negative consequences for the student as well as to move away from the more restrictive use of a 1:1 aide as smoothly as possible. The family will be a critical partner to the planning process and the district's active identification of the steps it will take help to ensure that the family is well aware of the changes in the student's program and engaged throughout the process in a two-way discussion that includes changes that may be happening at home. There is no "standard" plan for fading supports, each will be individually fit for the student, and therefore, the form we provide with this recommendation is to help the discussion, not to limit or provide a template for the plan itself.

Pick the area in the student's day which they are most successfully engaged:

GUIDING QUESTIONS FOR DESIGNING A FADING PLAN TO EXPAND SUCCESSFUL ENGAGEMENT

1. When is it necessary to be physically next to the student? Why are they more successful in this environment?
2. What types of cues are educators using with the student? With what level of intensity, duration, and frequency? What Mode will be used to move from verbal to visual
3. What next step will reduce the type and level of support given to the student (i.e. use natural cues in the environment; ask questions rather than giving answers, etc.). When will the next step be initiated?
4. Can anyone else provide more natural supports for the student? (peer, teacher)
5. What material, content, or classroom structures/schedules should educators adapt to allow the student to experience more independence?

CONTINUUM OF PARAPROFESSIONAL SUPPORT

	Continuous Support	Partial Support	Decreased supervision	Independence
PROXIMITY	Sitting next to student in class	Sitting in proximity (10-15 feet)	Para is checking on student During the period but may Leave the room	Student is independent
PROMPTS	Prompts are constant With no delay	Prompts are delivered Only after sufficient time Has passed Prompt includes teaching Student to observe peers	Frequency and duration of Prompts is less Prompts are primarily visual	Student is able To self-monitor
REINFORCEMENT and PRAISE	Constant form para	Frequency and duration Between needed praise Is decreased over activity	Gen Ed is providing Praise and Reinforcement Para is following up at the End of the activity with praise	Gen Ed is Providing all Praise

1. Currently level of PROXIMITY: Increase the physical distance between student and the adult. Please find where your student is at in the continuum above and write a measurable goal to decrease adult proximity.

Target: _____

2. Currently level of PROMPTS: Decrease the amount of prompts needed to complete tasks. Please find where your student is at in the continuum above and write a measurable goal to increase independence for task completion.

Target: _____

3. Currently level of REINFORCEMENT and PRAISE: Student is able to self-monitor without additional praise or feedback that would be regularly provided to typically developing peer. Please find where your student is at in the continuum above and write a measurable goal to increase self-monitoring.

Target: _____

Environmental Analysis Summary of Observations

Student:

Observer (s):

Date of Observations (s):

Problem Behavior (s):

Identified Skill deficit(s) requiring teaching:

Suggested Changes in the Environment

Environmental Factors Observed	Alter? Yes / No	Factor to be added or removed	Why?
Physical Setting: (e.g., noise, crowding, temperature)			
Social Setting: (e.g., interaction patterns, with and around the student)			
Activities: (e.g., activities/curriculum match learner needs?)			
Scheduling Factors: (e.g., timing, sequencing and transition issues)			
Degree of Independence: (e.g., reinforcement intervals appropriate to foster independence)			
Degree of Participation: (e.g., group size, location, and participation parameters)			
Social Interaction: (e.g., social communication needs match instruction and opportunities)			
Degree of Choice (e.g., amount of choice making and negotiation present in the environment)			

Student Name: _____

RATING SCALE FOR DETERMINING STUDENT SUPPORT NEEDS

School: _____

Date: _____

Grade: _____

Disability Code: _____

	0	1	2	3	4
Behavior/ Attention Issues	<ul style="list-style-type: none"> No support needed No impact on learning 	<ul style="list-style-type: none"> Low frequency/Low intensity behavior Needs and responds to redirection and prompts such as: <ul style="list-style-type: none"> Verbal Gestures Teach Proximity 	<ul style="list-style-type: none"> High frequency/Low Intensity behavior Mild disruption in class via impulsive behavior <ul style="list-style-type: none"> Noise (tapping/talking) Movement 	<ul style="list-style-type: none"> Behavior impedes either the learning of the student or the functioning of the class Moderate disruption in class <ul style="list-style-type: none"> Noise, shout outs Movement Physical contact with others Disrespect/disregard for rules Unengaged for 30-49% of the time or more Requires FBA and BIP 	<ul style="list-style-type: none"> Impedes the learning and functioning of others and classroom Severe disruption in the form of: <ul style="list-style-type: none"> Noise, shout outs Movement Physical contact with others Disrespect/disregard for rules Unengaged for 50% of the time or more Requires FBA and BIP
Adaptive Routines	<ul style="list-style-type: none"> No support needed No impact on learning 	<ul style="list-style-type: none"> Mild deficits Follows daily routine with accommodations or SDI 	<ul style="list-style-type: none"> Mild/Moderate deficits Follows daily routine with accommodation or SDI Responds to teacher redirection when not following routine 	<ul style="list-style-type: none"> Moderate – Severe deficits Moderate need for monitoring or assistance to complete physical acts Follows daily routines with visuals and some adult prompting Inconsistent response when redirected Moderate impairment in self-regulation(sensory issues, phobias, anxiety) 	<ul style="list-style-type: none"> Severe deficits Needs constant monitoring or assistance to complete physical acts (walking, writing, eating, toileting) Lacks ability to orient and negotiate the school environment and routines Severe impairment in self-regulation (sensory issues, phobias, anxiety)

Student Name: _____

RATING SCALE FOR DETERMINING STUDENT SUPPORT NEEDS

School: _____

Date: _____

Grade: _____

Disability Code: _____

Safety	<ul style="list-style-type: none"> No support needed No impact on learning 	<ul style="list-style-type: none"> Low frequency/low intensity as documented on data Occasional property damage May wander and/or get lost occasionally 	<ul style="list-style-type: none"> High frequency/low intensity as documented on data sheet May wander and/or get lost occasionally 	<ul style="list-style-type: none"> Low frequency/High intensity as documented on data sheet Intent to injure is present Hides or leaves to avoid classwork 	<ul style="list-style-type: none"> High frequency/High intensity as documented on data sheet Regularly injures or attempts to injure self and others Runs from staff and/or building Safety plan required
Access to curriculum	<ul style="list-style-type: none"> No support needed No impact on learning 	<ul style="list-style-type: none"> Mild/Moderate language deficits Most needs met via SDI accommodations requiring minimal staff involvement such as: <ul style="list-style-type: none"> Seating Visual supports Wkly/daily check-ins 	<ul style="list-style-type: none"> Moderate language deficit in at least one area (expressive or receptive) Most needs met via SDI or accommodations requiring moderate staff involvement such as: <ul style="list-style-type: none"> At least daily checking Occasional small group work or extra support 	<ul style="list-style-type: none"> Moderate to severe language deficits in at least one area (expressive or receptive) Requires modifications with moderate staff involvement Possible Certificate of Individual Achievement track for graduation 	<ul style="list-style-type: none"> Significant deficits in language skills (both expressive and receptive, but not ELL issues) and academically behind: <ul style="list-style-type: none"> Elementary or Middle: 3 – 4 yrs behind High School: 5-6 yrs behind Likely on Certificate of Individual Achievement track for graduation

Routine Analysis

Student Name: _____

School: _____

Date: _____

Rating Scale for Student Needs

Key: Impact of Skill Deficit / Independence Level
0=Low, 1=Mod Low, 2=Moderate, 3=Mod High, 4=High

Time /Period	Activity and Staff	Lagging Skill and/or Problem Behavior and Impact of skill deficit	Necessary Structure, Supports, and Modifications	How is Data Collected	Independence level	Generalization and Fading
		<input type="checkbox"/> Academic skills ____ <input type="checkbox"/> Focus / Attention span ____ <input type="checkbox"/> Behavior ____ <input type="checkbox"/> Adaptive ____ <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 	<input type="checkbox"/> Modified Curric. <input type="checkbox"/> Redirection <input type="checkbox"/> Behavior <input type="checkbox"/> Scribe <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 			
		<input type="checkbox"/> Academic skills ____ <input type="checkbox"/> Focus / Attention span ____ <input type="checkbox"/> Behavior ____ <input type="checkbox"/> Adaptive ____ <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 	<input type="checkbox"/> Modified Curric. <input type="checkbox"/> Redirection <input type="checkbox"/> Behavior <input type="checkbox"/> Scribe <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 			

Routine Analysis

		<input type="checkbox"/> Academic skills ____ <input type="checkbox"/> Focus / Attention span ____ <input type="checkbox"/> Behavior ____ <input type="checkbox"/> Adaptive ____ <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 	<input type="checkbox"/> Modified Curric. <input type="checkbox"/> Redirection <input type="checkbox"/> Behavior <input type="checkbox"/> Scribe <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 			
		<input type="checkbox"/> Academic skills ____ <input type="checkbox"/> Focus / Attention span ____ <input type="checkbox"/> Behavior ____ <input type="checkbox"/> Adaptive ____ <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 	<input type="checkbox"/> Modified Curric. <input type="checkbox"/> Redirection <input type="checkbox"/> Behavior <input type="checkbox"/> Scribe <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 			
		<input type="checkbox"/> Academic skills ____ <input type="checkbox"/> Focus / Attention span ____ <input type="checkbox"/> Behavior ____ <input type="checkbox"/> Adaptive ____ <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 	<input type="checkbox"/> Modified Curric. <input type="checkbox"/> Redirection <input type="checkbox"/> Behavior <input type="checkbox"/> Scribe <input type="checkbox"/> Other_____ <input type="checkbox"/> Other_____ 			