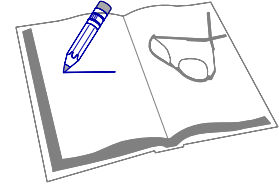




FOCUS ON PLANNING FOR PUPIL & PROGRAM SUPPORT ASSISTANCE



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This is the second FOCUS Newsletter related to Pupil Support Assistance and Program Support Assistance. This newsletter will deal with the planning process & documentation for Pupil Support Assistance and Program Support Assistance. Please note that we will only be using the Student's Abilities and Assistance Matrix form for the planning process. Many of the steps used in completing the previous forms have been incorporated into the planning process.

Key planning factors to keep in mind include:

1. the specific support needs of the student
2. how we can move toward independence for the student
3. what natural supports are to be used to support the student, and
4. how social acceptance can be increased.

The IEP team should use the following planning process to determine student support needs.

1. Identify the intensive needs of the student based on the most recent Evaluation Report, the IEP Present Levels of Performance or the IIP Description of the Child. Considerations include:
 - a. safety concerns
 - b. need for continual teacher prompts and when prompts are needed
 - c. need for personal care assistance (toileting, mobility, feeding, dressing
 - d. following basic safety procedures/rules
 - e. consistency of academic performance with aptitude
 - f. whether peers include student in classroom activities
 - g. student receptiveness to peer support
2. Identify previous interventions and the effectiveness of those interventions.
3. Identify possible natural, peer, and adult supports.
4. Identify possible adaptations (supplemental aids, program modifications, AT) related to that need. Identify possible interventions, lesson plans, and/or task analysis related to that need.
5. Identify the IEP/IIP goal and/or objectives related to needs (e.g., "The student needs to independently traverse the school" or "The student needs to increase on task time").
6. If the team is considering paraprofessional resources, make arrangements for a special education supervisor to observe the student.
7. If the team determines that paraprofessional resources are needed for the student to progress towards IEP goals and objective, complete the

Student's Abilities and Assistance Matrix to define the activities throughout the day. Make sure to identify how you will increase student skills and independence.

This form is available in the Forms section of the Student Services website. It is also attached to this document.

8. Periodically conduct a fidelity check to ensure that peer and adult tasks/activities are consistent with the Student's Abilities and Assistance Matrix.
9. As part of each progress report, review the Student's Abilities and Assistance Needs Matrix in terms of areas where there has been progress, accomplishment, decrease in support needs, fading of adult support, etc. Include the information in the Progress Report.
10. If changes are significant, update the PLEP and adaptations on the IEP.
11. As support needs decrease or increase, collaborate with other building staff to optimize resource utilization.
12. Review steps 1-5 at each annual IEP meeting or more frequently if needs changes significantly.
13. Document the need for paraprofessional support in the "Present Level(s) of Performance" by providing a statement of how the paraprofessional will support the student's program in relation to the student's needs and/or the identified goal and objectives that will need support.
14. List Pupil Support Assistance in the "Pupil Support Assistance Table" when the support is being provided by a paraprofessional or other adult to one or two children in the areas of academics, behavior, health, activities of daily living, and instrumental activities of daily living. Specify the exact role, duties, and activities of the staff person providing Pupil Support Assistance in the Supplemental Aids section of Adaptations in the IEP. State that the student will receive Pupil Support Assistance from a paraprofessional or another adult in this section, if appropriate. This is especially important for students who are nonresidents - other districts will not pay for Pupil Support Assistance services unless it is listed on the IEP.¹
15. List the Program Support Assistance in the Supplementary Aids text box when the paraprofessional or other adult provides support to more than one child in the areas of behavior, academics, transition, or functional. Program Support Assistance services may also be described by site or program on the IEP. If desired, the Program Support Assistance can be identified by program (e.g., Day Treatment Support Assistance, Behavior Ed Program Support Assistance, SYP Support Assistance, and Clara's House Program Support Assistance). Information about frequency, duration, and location of these services must be included in the narrative.

If you have questions, please contact your special education supervisor or Susan O'Connor Meyer at Extension 1213.

¹ You will be able to implement the procedures described in 14 and 15 after January 5, 2009.

STUDENT'S ABILITIES and ASSISTANCE NEEDS MATRIX

STUDENT'S NAME: _____

<i>Activity</i>	<i>What student can do without assistance</i>	<i>What student can do and needs accommodations to complete</i>	<i>Who/What</i>	<i>What student cannot do and needs assistance with</i>	<i>Who/What</i>	<i>Identify skills you will target for independence (should be identified in IEP)</i>	<i>Describe natural supports</i>
Arrival/Time							
Period 1/Time							
Period 2/Time							
Period 3/Time							
Period 4/Time							
Period 5/Time							
Period 6/Time							
Period 7/Time							
Period 8/Time							
Period 9/Time							
Period 10/Time							
Departure/Time							

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