

LCSEA
Student Documentation of Support

<u>Request</u>
Initial Request
Continuing
Classroom
Individual

Team Members:

Date:

Building Administrator Signature:

Student:

	Academic	Health/Personal Care	Behavior	Transition
Identified Needs				
Supports (Steps of the Fade Plan that lead to Independence)				
Goals				
Student Progress (level of support)				
Date Reviewed				

<p>Process (prior to an IEP meeting):</p> <ol style="list-style-type: none"> 1. Discuss the need for a TA with the building administrator 2. Team completes the Student Documentation of Support and the Rubric to Determine need for TA Support forms (attach supporting data) 3. Ensure there are IEP goals to address the identified areas of deficit 4. Building administrator submits forms to the Superintendent and Asst. Superintendent for approval 	<p>Central Office Signature:</p> <p>Approve Disapprove</p>
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Student:

LCSEA: Determination of Need for TA Support

Date:

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Academic Needs	Is not able to participate in 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 require significant accommodation and modification not typical for the class group. Requires Assistive Technology to participate.	Difficulty participating in a large group. Requires low student staff ration, 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, Structured Teaching, PECS, or Assistive Technology.	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.	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 fully in whole class instruction. Stays on task during typical instruction activity. Follows directions with few to no additional prompts.
Health/Personal Care Needs	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 min. or more daily.	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.	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, zippers, buttons, etc. Occasional toileting accidents.	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes time. Needs reminders to complete "age appropriate" personal care activities	General good health. No specialized health care, or procedure, or medications taken. Independently maintains all "age appropriate" personal care.

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Behavior Needs	Severe behavior problems with potential for injury to self and others, runs away or aggressive on a daily basis. FBA has been completed and the student has a well-developed BIP that must be implemented to allow the student to safely attend school.	Severe behavior problems almost daily. Defiant and/or prone to physical aggression which may be harmful to self or others. Requires a BIP and behavior goals and objectives on the IEP. Requires close visual supervision to implement BIP.	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.	Follows adult direction but occasionally requires additional encouragement with peers or adults. Does not always seek out friends but plays if invited.	Follows adult direction without frequent prompts or class supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.
Transition Needs	Severe mobility deficits (visual impairment, physical impairment, intellectual impairment) require direct supervision for all transitions. Full physical, along with verbal and/or visual prompts, and modeling (as appropriate) are required to allow the student to safely attend and participate in school.	Severe mobility deficits (visual impairment, physical impairment, intellectual impairment) require direct supervision for a majority of transitions. Partial physical, along with verbal and/or visual prompts, and modeling are required to allow the student to safely attend and participate in school.	Mild to moderate mobility deficits. Needs monitoring during transitions (within line of vision) on a consistent basis for safety and/or mobility.	Participates independently during transitions but occasionally requires additional verbal or visual prompting.	Participates independently during transition times (arriving to school, departing school, within the school day, within the classroom between activities). Follows general procedures for each transition independently.