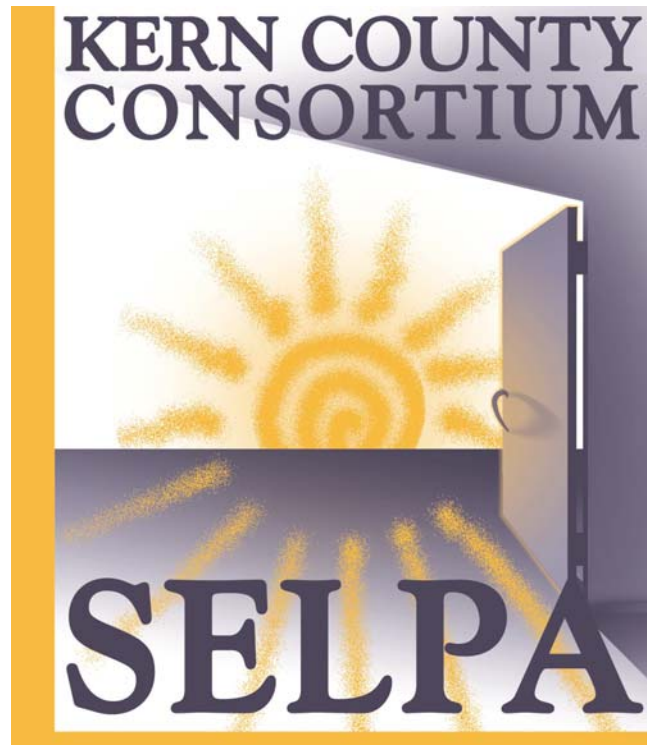
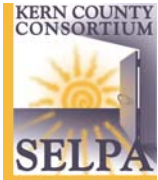


# **Kern County Special Education Local Plan Area**



## **Procedures for Special Circumstances Instructional Assistance**

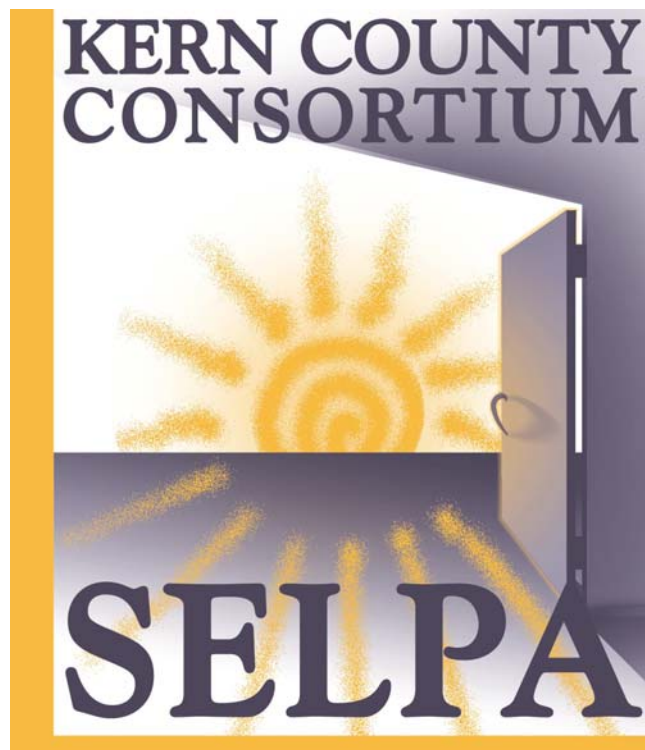
Office of Christine L. Frazier  
Kern County Superintendent of Schools  
"Advocates for Children"  
Revised June 2015



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# Section 1: Rationale and Procedures





## **Kern County SELPA** **Special Circumstances Instructional Assistance (SCIA)**

### **Rationale**

It is the intent of the SELPA to establish a uniform process and procedure for the assignment of additional assistance to children with disabilities based on appropriate assessment data. These procedures provide guidelines for the decision-making process of incorporating Special Circumstances Instructional Assistance (SCIA) into the student's IEP and Behavior Intervention Plan if needed.

Special Circumstances Instructional Assistance (SCIA) is provided for students with disabilities when additional support is necessary for the student to meet his/her IEP goals and objectives. Whenever possible, additional assistance is assigned to a school or environment, class, or a case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in the "least restrictive environment." When an IEP team is considering SCIA support for a student, all aspects of the student's program must be considered with the intent of maximizing the student's independence.

The SELPA goal is to establish a structured system for decision-making based upon IEP goals and objectives which is directly accountable to the IEP. The procedures are intended to provide a coordinated, data driven plan designed with a results orientated process that is focused on improving the academic and functional achievement of the student with a disability. It is the ultimate goal to facilitate the student's progress toward the least restrictive educational programming.

### **Core Values of Special Circumstances Instructional Assistance**

- To provide student centered planning with the goal of progress toward IEP objectives and independent function in the least restrictive environment.
- To encourage, promote, and maximize student independence for self-determination and self-advocacy.
- To promote district and school staff to be creative in using natural supports to the greatest extent possible in promoting student independence.
- To offer support and evidence for parents/caregivers to make informed choices.
- To always be in full compliance with the letter and the spirit of the law.

## **Pre-Referral Process**

The general categories to be considered for special circumstances instructional assistance are: Health, Personal Care, Behavior Support, Instruction, Inclusion/Mainstreaming, and Pragmatics. Whenever SCIA support is being considered by an IEP member or team, the following factor needs to be considered:

### **Personal Independence**

First and foremost, the goal for any special needs student is to encourage, promote, and maximize independence. If not carefully monitored, SCIA support can easily and unintentionally foster dependence. A request for SCIA is only made after other site interventions have proven unsuccessful. A student's total education program must be carefully evaluated to determine where support is needed. Natural support and existing staff support should be used whenever possible to promote least restrictive environment. As a result, the IEP team must periodically review the continued need and effectiveness of this additional support.

## **Continuum of Intervention Prior to SCIA Referral**

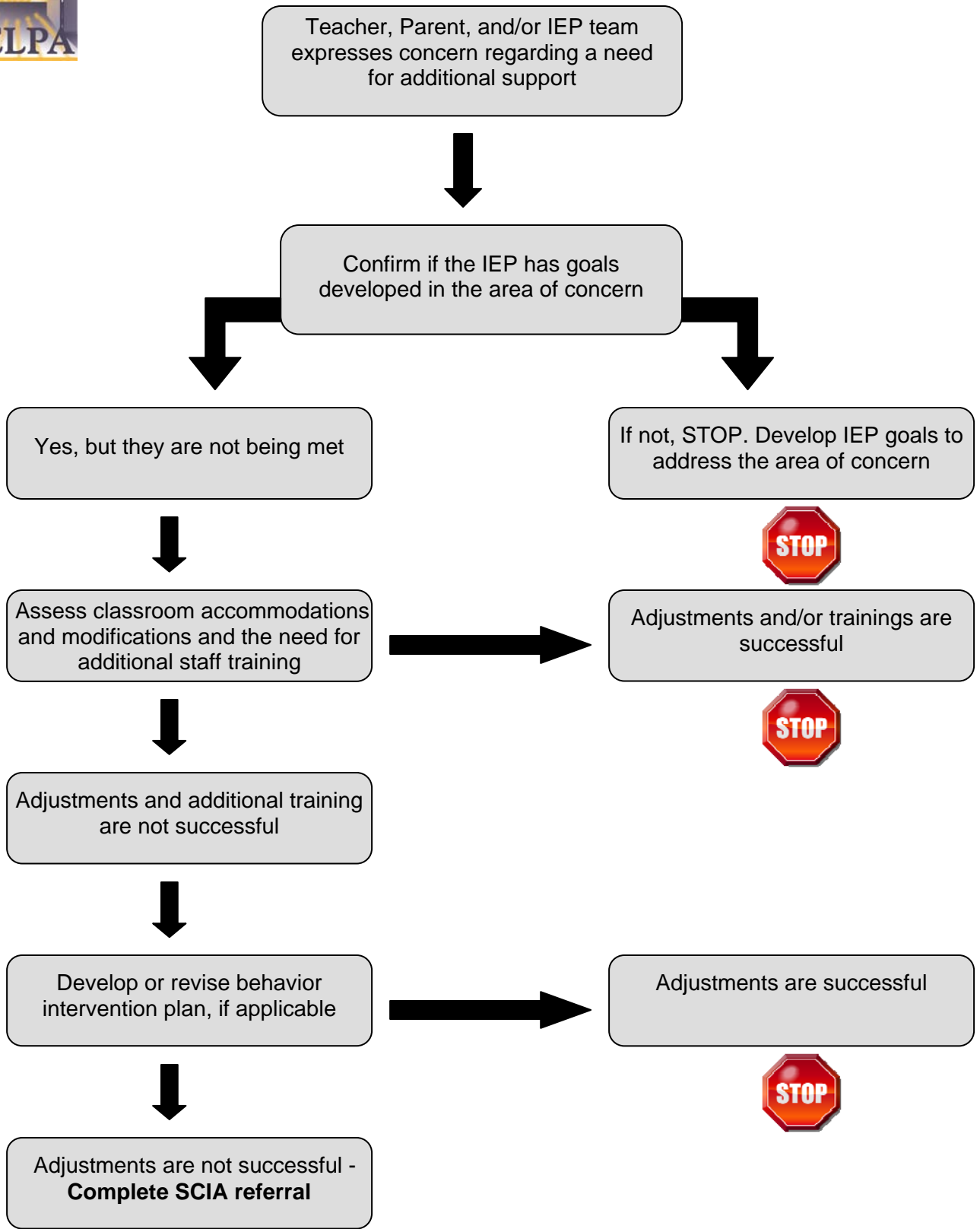
There are several tiers of site level interventions to consider prior to initiating a SCIA referral in order to assure the student will function in the least restrictive environment with the least intrusive support to maximize function and independence.

- Assess the current IEP goals and objectives. Do they address the areas of concern for the student?
- Review the classroom management and physical set up. Are they situated to maximize student success and independence?
- Review classroom accommodations and modifications. Would the student benefit with additional or revised accommodations or modifications?
- Are the aides and natural supports with existing staff being maximized to their greatest extent?
- Would the staff benefit from additional training in the area(s) of concern?
- Is there a behavior plan in place? Does it need to be revised? Is it being implemented fully and according to design?
- Is the student in an appropriate placement?

If the student continues to exhibit areas of concern with consideration toward these site level interventions, then a SCIA referral may be beneficial.



### Pre-Referral Process



**Kern County SELPA**  
**Special Circumstances Instructional Assistance Procedures for Referral**

Step 1: Referral for SCIA

If the principal and special education team at the site believe extra support may be necessary to meet a student's goals and objectives, they must conduct an evaluation of the student's needs *prior to* an IEP meeting. The **Referral for Special Circumstances Instructional Assistance (Step 1 - Form 1)** and **Special Circumstances Instructional Assistance Rubric (Step 1 – Form 2a-b)** need to be completed by a member of the school staff. Supporting documentation should contain: review of progress on IEP goals in the area of concern, behavior intervention plan with behavioral documentation, documentation (logs, charts, narratives) in the areas of intensive need, the student's schedule, and health information.

If the parent requests additional support, a member of the school staff should confer with the parent to clarify his or her concerns, discuss options, and assist the parent in completing the sections of the Area of Intensive Need section on the **Referral for Special Circumstances Instructional Assistance (Step 1, Form 1)**. The parent should sign as the Person Requesting Referral. The 15-day timeline for developing the Evaluation Plan begins on the date of the parent signature. The **Referral for Special Circumstances Instructional Assistance (Step 1 - Form 1)** and **Special Circumstances Instructional Assistance Rubric (Step 1 – Form 2-b)** need to be completed by a member of the school staff. Supporting documentation should contain: review of progress on IEP goals in the area of concern behavior intervention plan with behavioral documentation, documentation (logs, charts, narratives) in the areas of intensive need, the student's schedule, and health information.

If SCIA is requested during an IEP meeting without a previous referral, the procedure for requesting SCIA support must be initiated at that time. The IEP meeting should be completed and the referral for SCIA should be indicated on the IEP Team Meeting Notes. Another IEP meeting will need to be scheduled to review the results of the SCIA evaluation.

Submit the *completed* referral packet (**Step 1 – Form 1** and **Step 1 – Form 2a-b**) to the designated program office. Also, send a copy of the referral packet to the site administrator.

In an instance when the student already has SCIA support without a previous SCIA assessment, it is recommended that the district conduct an evaluation to determine the continued need for SCIA prior to the next annual IEP meeting. When a student new to the SELPA enrolls with an existing IEP that indicates individual assistance is needed, a temporary substitute should be assigned until the evaluation process is completed.

## **Kern County SELPA**

### Step 2 Evaluation Plan, Parent Permission, and Review of available student information

A student's total educational program must be carefully evaluated to determine where additional support is required. The referral packet is reviewed by the administrator and assigned to an observation team. Complete an Assessment Plan, a **Referral for Special Circumstances Instructional Assistance Supplemental Assessment Plan (Step 2 – Form 1)** and obtain parent permission to assess. A **Parent Guide to Planning Special Circumstances Instructional Assistance to Implement the Individualized Education Program (Appendix A)** should be sent with the assessment plan.

### Step 3: Complete Evaluation including Observational Evaluation

It is the responsibility of the case manager/coordinator to ensure that the observation is completed, using the **Special Circumstances Instructional Assistance Observation Evaluation (Step 3, Form 1a-c)**. The case manager/coordinator, in addition to other appropriate assessors, will review strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives.

### Step 4: Develop Special Circumstances Instructional Assistance Evaluation Report

When an IEP team is considering SCIA support for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The **Special Circumstances Instructional Assistance Evaluation Summary Report (Step 4 – Form 1)** should address the areas of concern identified in the referral, assessments, interviews, and observations. The case manager/coordinator will ensure the SCIA Evaluation Summary Report is developed.

An informal staff meeting may be held. The observation team, administrator, teacher, and service providers may discuss and summarize the evaluation. Refer to the **Considerations at Informal Meeting (Appendix C)**.

### Step 5: Review Evaluation at IEP Meeting

The IEP team will review the results of the evaluation and make recommendations at the IEP meeting. **The Recommendation for Special Circumstance Instructional Assistance (Step 5 – Form 1)** is completed by the IEP team following the discussion of the evaluation.

If the IEP team determines a need for SCIA, it is written on the IEP with specific goals and objectives, monitoring strategies, fading strategies, and review dates.



Regardless of the circumstances that may indicate the need for support, it is imperative for the IEP to address the specific skills that will be taught in order for SCIA support to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support will be utilized and monitored (**Direct Assistance Schedule, Step 5 – Form 2**). An IEP meeting should be convened if it becomes necessary later to modify SCIA support.

If the IEP team does not recommend utilization of SCIA, what strategies, accommodations, and/or modifications will be employed to address the areas of concern indicated in the referral. Complete **Classroom Adaptations and Modifications (Step 5 – Form 3)** to indicate others actions to be taken.

#### Step 6: Assign and Train SCIA Aide

When the IEP team has determined that SCIA is required, the case manager/coordinator will process the appropriate paperwork in accordance with district procedures. Appropriate training will be provided to the instructional aide in a timely manner regarding the special needs and programming of the student.

#### Step 7: Observational Review

The overall goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data as outlined in the IEP may be required to assess the effectiveness of this additional support and to monitor the duration of services. The **SCIA Observation Review to Determine Progress (Step 7, Form 1a-b)** is used if direct observation of the student is required. The IEP team should clearly identify a review date, often within three to six months and no later than the next annual IEP review, to continually monitor the effectiveness of SCIA provided to student. The team should also review/update related goals.

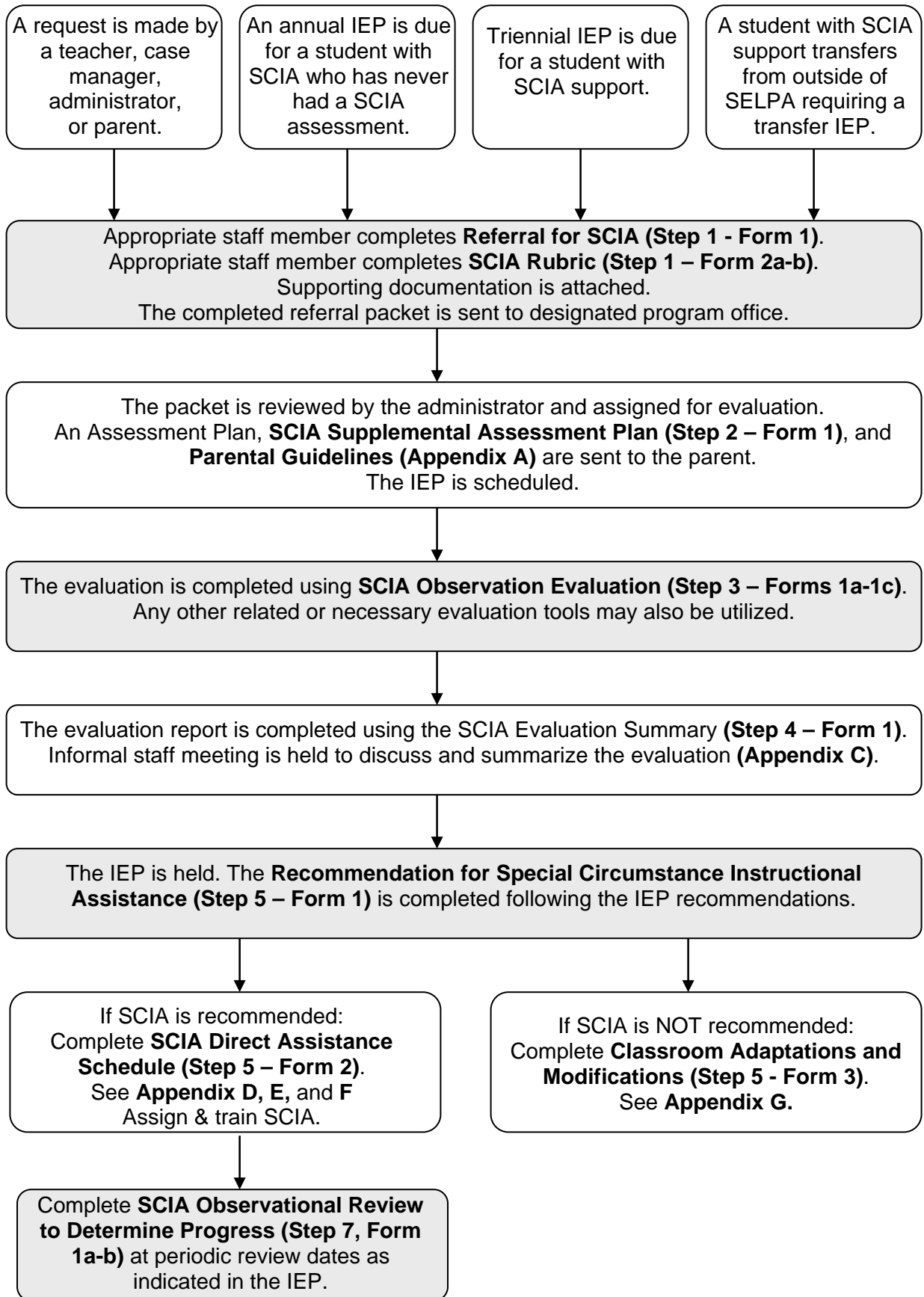
#### **Annuals for students with existing Special Circumstances Instructional Assistance who have previously been assessed:**

Please complete **Observational Review to Determine Progress (Step 7 – Form 1a-b)** form as part of present levels of performance, including the **Special Circumstances Instructional Assistance Rubric (Step 1, Form 2a-b)**, and review/update of related goals.

#### **For Triennials for students with existing special circumstances instructional assistance:**

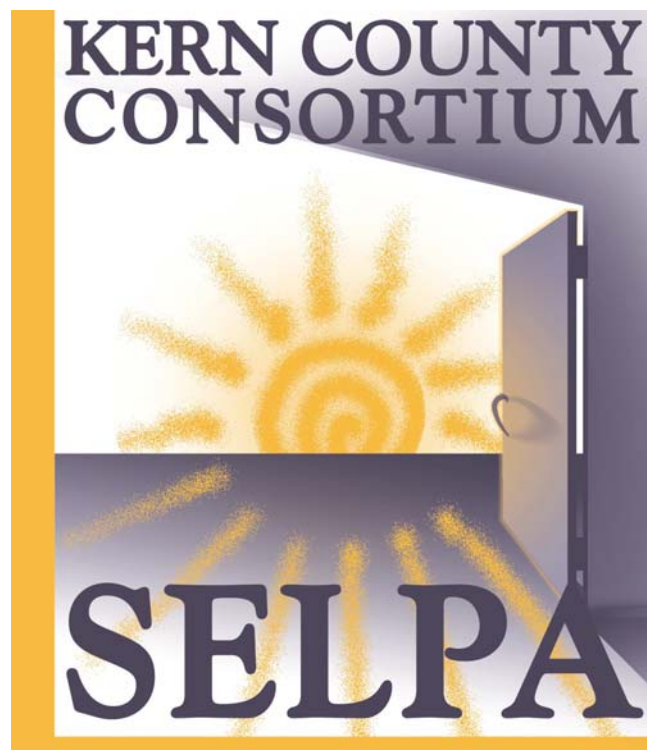
Please follow **Steps 2 - 7** above.

**Kern County SELPA  
Referral and Assessment Procedural Flow Chart**



# SECTION 2:

# SCIA Forms



**Kern County SELPA**  
**Referral for Special Circumstances Instructional Assistance**

Step 1 – Form 1

Student:	Placement:	School:
DOB:                      Age:	Sp Ed Teacher:	Form completed by:
Grade:	Gen Ed Teacher:	Date:

**Attach the following information:**

- IEP goals with the progress toward the goals noted specific to areas of needed support
- Student’s BIP with behavioral documentation (data collection on frequency, duration, and severity of behavior)
- Special Circumstances Instructional Assistance Rubric (Step 1 - Forms 2a & 2b)
- Documentation of concerns noted in box 3 and/or 4 of rubric (i.e. logs, charts, written narratives)
- Student’s schedule including related services
- Health records (if necessary)

**Check the areas of intensive need that might indicate SCIA support:**

Health	Personal Care	Behavior	Instruction	Inclusion	Pragmatics
<input type="checkbox"/> Health Plan <input type="checkbox"/> G-Tube <input type="checkbox"/> Medication <input type="checkbox"/> Suctioning <input type="checkbox"/> Food Prep <input type="checkbox"/> Monitoring <input type="checkbox"/> Health Status <input type="checkbox"/> Other:	<input type="checkbox"/> Full toilet care <input type="checkbox"/> Diapers <input type="checkbox"/> Toilet training <input type="checkbox"/> Dressing <input type="checkbox"/> Eating <input type="checkbox"/> Hygiene <input type="checkbox"/> Positioning <input type="checkbox"/> Other:	<input type="checkbox"/> Aggressive <input type="checkbox"/> Assaultive <input type="checkbox"/> Non-compliant <input type="checkbox"/> Over-active <input type="checkbox"/> Runs away <input type="checkbox"/> Disruptive classroom behavior <input type="checkbox"/> Other:	<input type="checkbox"/> Physical assistance <input type="checkbox"/> Constant verbal prompts <input type="checkbox"/> TEACHH/DTT <input type="checkbox"/> Assistive Technology <input type="checkbox"/> PECS <input type="checkbox"/> Other:	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Physical support <input type="checkbox"/> Safety <input type="checkbox"/> Close visual supervision <input type="checkbox"/> Mobility <input type="checkbox"/> Other:	<input type="checkbox"/> Initiates social interactions <input type="checkbox"/> Developed peer relationships <input type="checkbox"/> Social engagement <input type="checkbox"/> Rigid interests <input type="checkbox"/> Social conflict <input type="checkbox"/> Transitions <input type="checkbox"/> Other:

**Previous Interventions and Results:** Describe interventions used to support the student in each of the areas marked above. Provide data that documents the success or failure of interventions. Attach additional pages as necessary.

**How are existing staff in your classroom or on your site utilized?**      Student/Staff Ratio: \_\_\_\_\_

Number of students needing direct assistance in:  
 Health \_\_\_\_\_ Personal Care: \_\_\_\_\_ Behavior: \_\_\_\_\_ Instruction: \_\_\_\_\_ Inclusion: \_\_\_\_\_ Pragmatics: \_\_\_\_\_

Other specific classroom and/or unique needs:

Request Made by:     Case Manager       Parent/Guardian       Teacher       Other:

Signature Person Requesting Referral: \_\_\_\_\_ Date: \_\_\_\_\_

Signature School Site Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

**Kern County SELPA**  
**SPECIAL CIRCUMSTANCES INSTRUCTIONAL ASSISTANCE RUBRIC**

Step 1 – Form 2a

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Disability: \_\_\_\_\_ School: \_\_\_\_\_ Rubric completed by: \_\_\_\_\_

	Health/Personal Care		Behavior		Instruction
0	General good health and developmentally appropriate personal care skills. Health care procedures and/or personal care interventions are not typically required.	0	Exhibits age or developmentally appropriate behavior. Interventions are not typically required. Follows directions and handles redirection appropriately,	0	Participates fully in individual, small group, and whole class instruction. Accommodations and modifications beyond those routinely provided for the class are not required.
1	Mild or occasional health concerns. Allergies or other chronic health concerns. No specialized health care procedure. Medications administered takes less than 10 minutes per day. Needs reminders to complete personal care activities.	1	Mild or occasional behavior incidents. Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers and adults, but behaviors are not typically considered dangerous.	1	Participates in individual, small group, and whole class instruction at instructional level, but may require additional prompting or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning. Specialized instructional strategies are not required.
2	Chronic health issues (ear infections, ADD, bee sting allergy). Generic specialized health care procedure and takes medication. Intervention for 10-15 minutes daily. Requires reminders and occasional additional prompts or limited hands-on assistance for washing hands, using the bathroom, wiping mouth, etc. Occasional toileting accidents.	2	Moderate level of behavioral incidents. Has problems following directions and behaving appropriately. Adult intervention is required daily, but can be managed adequately with a classroom behavior management plan. May require behavior support plan implementation.	2	Cannot always participate in whole class instruction without modifications. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires frequent verbal prompts to follow directions. Specialized instructional strategies are not required.
*3	Very specialized health care procedure and medication. Limited mobility or physical limitations requiring assistance (stander, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts to participate in personal care. Requires toilet schedule, training, direct help, diapering, etc.	*3	Serious level of behavioral incidents. Requires routine adult monitoring and intervention in order to prevent escalation into dangerous situations. Defiant and prone to physical aggression. Requires a Behavioral Intervention Plan and behavior goals and objectives in the IEP.	*3	Participation in individual, small group, and whole class instruction requires close adult proximity and monitoring daily. Requires low student staff ratio and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Requires specialized strategies such as ABA, structured teaching, DTT, etc.
*4	Specialized health care procedures requiring care by specially trained adult (G-tube, tracheotomy, cauterization). Takes medication, requires positioning by bracing multiple times daily. Health related interventions and direct 1:1 assistance at least 45 minutes daily. Direct assistance with most personal care. Requires two-person lift.	*4	Severe level of behavioral incidents. Behavior problems with potential for injury to self and/or others, runs away, aggressive on a daily basis. The student has a well developed BIP, but requires constant and focused supervision and intervention from a specially trained adult in order to prevent escalation into dangerous situations.	*4	Participation in any setting requires constant 1:1 support. Regularly requires specific 1:1 instructional strategies such as ABA, structured teaching, and DTT to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification.

\*Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstances instructional assistance

**Kern County SELPA  
SPECIAL CIRCUMSTANCES INSTRUCTIONAL ASSISTANCE RUBRIC**

Student Name: \_\_\_\_\_

Rubric Completed by \_\_\_\_\_

	Inclusion/Mainstreaming		Social Pragmatics
0	Developed IEP goals can be met through partial or full inclusion in general education. Participates in some core curriculum within the general education setting and requires few accommodations. Independently goes to and successfully participates in assigned general education classes.	0	Usually socializes with peers appropriately. Able to initiate, turn-take, and maintain social interactions. Participates independently in joint activities across educational settings. Developed significant, reciprocal peer friendships. Readily accepts transitions and adapts to changes in routine.
1	Developed IEP goals can be met through partial or full inclusion in general education with the use of accommodations and/or modifications. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible.	1	Needs mild social cueing to interact with peers appropriately. Able to initiate, turn-take, maintain social interactions. Participates in joint activities across educational settings but may require additional prompts, cues or reinforcement. Developed peripheral peer relationships, does not seek others out but plays when invited. Occasional difficulty with transition or changes in routine.
2	Developed IEP goals can be met through partial or full inclusion in general education with the use of accommodations and/or modifications. Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Requires adult shadowing for short periods of time daily.	2	Regular socialization may require adult facilitation. Requires small groups and 1:1 with frequent adult prompts for successful initiation, turn-taking, and engagement in social interactions. Exhibits parallel play but reciprocal play requires adult facilitation and reinforcement. Transitions and changes in routine may require generic interventions such as reinforcement schedule or visual schedule.
*3	Developed IEP goals can be met through partial or full inclusion in general education with the frequent use of accommodations and/or modifications. Requires adult to monitor success in accessing curriculum. Participates with direct instructional and behavioral support. Requires direct supervision going to and from class.	*3	Requires adult to facilitate social interaction with peers. Requires proximity and direct specialized interventions (social stories, scripts, framing) in all settings for initiation, turn-taking, and engagement of social interactions. Exhibits some parallel play mixed with restricted, repetitive & stereotyped behavior patterns unless direct and specialized interventions are used with a trained adult. Primarily requires 1:1 monitoring and specialized interventions during transitions and changes in routine.
*4	Developed IEP goals can be met through partial or full inclusion in general education with extensive use of accommodations and/or modifications. Requires constant adult supervision in order to access curriculum. Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavioral monitoring. Requires 1:1 assistance to go to and from class.	*4	Requires adult to facilitate social interaction with peers and remain in close physical proximity at all times. Requires direct, extensive intervention strategies (social stories, scripting, ABA) to initiate or participate in social interactions. Primary play involves restricted, repetitive & stereotyped behavior patterns unless direct and specialized interventions are used with a trained adult. 50% of transitions and changes in routine are so disruptive even with specialized interventions that the learner is not benefiting from the IEP.

\*Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstances instructional assistance

**Kern County SELPA**  
**Referral for Special Circumstances Instructional Assistance (SCIA)**  
**Supplemental Assessment Plan**

Items from the following list may be included on an evaluation plan to determine a student's individual need for Special Circumstances Instructional Assistance. This does not mean that all items on this list will be appropriate for all students. Contact the case manager/coordinator if there are additional questions.

- Classroom observation (include data collection of current level of independence, prompting, and specific behaviors).
- Independent time observation (e.g., recess or lunch time – this may be a separate observation, knowing that some students need more OR less support in this type of setting).
- Adaptive behavior assessment in the home and school setting (e.g., SIB-R, Vineland).
- Standardized behavior rating scale dated with the last six months or if circumstances have recently changed (e.g., BASC, Achenbach, if appropriate as related to classroom performance).
- Parent/Teacher/Student interviews to document concerns related to health, safety, academic, and social/emotional needs.
- Updated assessments in other specific areas of concern (such as health, academics, motor, language, etc.) if these are the areas where additional support may be needed.

USE NOTICE OF REFERRAL, ASSESSMENT PLAN  
AND SCIA SUPPLEMENTAL ASSESSMENT PLAN

**Kern County SELPA  
Special Circumstances Instructional Assistance  
Observation Evaluation**

<b>Student:</b>	<b>DOB:</b>
<b>School:</b>	<b>Grade:</b>
<b>Observation Setting:</b>	<b>Date:</b> <b>Start/End Times:</b> /
<b>Observer Name:</b>	<b>Observer Position:</b>
<b>Number of Students in Class:</b>	<b>Number of Adults in Class:</b>

Please review the visual and physical structure of the classroom, curriculum design, data collection, and planning.

**A. Classroom**

1. Is individual student/classroom schedule visually posted?  Yes  No

a. Student's use of the schedule:

- |   |   |
|---|---|
| <input type="checkbox"/> Student carries schedule       | <input type="checkbox"/> Student uses transition cards          |
| <input type="checkbox"/> Student goes to schedule board | <input type="checkbox"/> Teacher carries and shows the schedule |
| <input type="checkbox"/> Schedule not used at all       | <input type="checkbox"/> Other: _____                           |

b. Level of prompt needed for student to follow schedule:

- |  |  |
|--|--|
| <input type="checkbox"/> Independent     | <input type="checkbox"/> Indirect verbal or gesture prompt |
| <input type="checkbox"/> Physical prompt | <input type="checkbox"/> Direct verbal prompt              |
| <input type="checkbox"/> Other           |  |

Describe:

2. Is transition between activities quick and smooth?  Yes  No

Explain:

3. Is room organized with work areas defined and materials readily available for instruction?

Yes  No

Describe:

4. Do students follow established classroom procedures and routines?  Yes  No

Describe:



**Kern County SELPA  
Special Circumstances Instructional Assistance  
Observation Evaluation**

**B. Curriculum and instructional planning**

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

<input type="checkbox"/> Academics	<input type="checkbox"/> Motor skills/mobility
<input type="checkbox"/> Behavior	<input type="checkbox"/> Pre-vocational/vocational
<input type="checkbox"/> Communication	<input type="checkbox"/> Self-care
<input type="checkbox"/> Functional Academics	

2. What curricular accommodations and/or modifications are being used?

3. List equipment or devices used that may relate to the need for assistance (e.g. low incidence equipment, assistive technology devices):

4. Are materials age appropriate?  Yes  No

5. Are materials and activities instructionally appropriate?  Yes  No

6. Describe lessons observed:

**C. Classroom Behavior and safety**

1. Describe the behavior management system in the classroom, including positive reinforcers and consequences. Is it appropriate for the student or does it need to be modified?

2. Are specific positive behavior supports utilized for the student?  Yes  No

Describe:

3. Is there appropriate safety equipment in place?  Yes  No

4. Are appropriate safety and medical procedures being used?  Yes  No

5. Does it appear appropriate training has been provided to staff?  Yes  No

Comments:

**Kern County SELPA  
Special Circumstances Instructional Assistance  
Observation Evaluation**

**D. Describe the student’s behavior in independent activities.**

1. Describe the student’s interaction with peers.
  
2. Describe the student’s interaction with non-classroom staff in a less structured environment?
  
3. What activities does the student choose during breaks?
  
4. What problems are evident?

**E. Describe the school day and assistance now provided. Include natural supports such as peers, school staff, volunteers, etc.**

**F. What assistance currently exists?**

- |  |   |
|--|---|
| <input type="checkbox"/> Behavior management                   | <input type="checkbox"/> Medical assistance |
| <input type="checkbox"/> Curriculum adaptation and preparation | <input type="checkbox"/> Supervision        |
| <input type="checkbox"/> Instruction - individual              | <input type="checkbox"/> Other: _____       |
| <input type="checkbox"/> Instruction - group                   |   |

**G. Can current conditions be modified to meet the student’s goals and objectives and/or personal care needs?  Yes  No Explain.**

**H. Are other types of assistance are needed? Describe.**

**I. Are there any other issues that need to be addressed, and/or any additional comments**

**Kern County SELPA  
Special Circumstances Instructional Assistance (SCIA)  
Evaluation Summary Report**

Student:	DOB:	Date:
Grade:	School:	
Evaluation Report Prepared By:		

**I. Reason for Referral:**

**II. Background Information and Educational Setting:**

Summarize special education and related services history; educational history, including academic progress/assessments and progress on IEP goals; results of previous evaluations, if applicable; previous interventions and outcomes; educationally relevant health, development, and medical findings; review of BIP; review or ERMHS, if applicable; and disciplinary referral information.

**III. Evaluation Procedures**

Include information regarding administration of tests in primary language of student by qualified personnel; validity of evaluation; validity of tests for the purpose for which they were used.

**IV. Summary of Interview, Rubric and Observation**

Summarize results of the parent/teacher/student interviews and the rubric; include information regarding relevant behavior noted during observation of the student.

**V. Summary of Standardized and/or Curriculum Based Assessments**

If applicable.

**VI. Recommendations**

Include information regarding the need for specialized services, materials, and equipment; indicate if the student's needs can be met in the regular and/or special education classroom with the current level of support.

**Kern County SELPA**  
**Recommendation for Special Circumstance Instructional Assistance**

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ School: \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Date: \_\_\_\_\_

1) Based on documentation and observation the following alternative strategies are recommended (document on Step 5 – Form 3):

- Implementing alternative strategies
- Structuring the environment
- Using existing staff members (specify time and activity)
- Increasing the training of staff who support the student

2) Based on documentation and observation, Special Circumstance Instructional Assistance in the following intensive need:

Health/Personal Care	Behavior	Instruction	Inclusion/Pragmatics
<input type="checkbox"/> Implementation of specialized health care plan	<input type="checkbox"/> Implementing individual behavior support plan	<input type="checkbox"/> Provide physical prompts	<input type="checkbox"/> Direct adult instruction
<input type="checkbox"/> G-tube	<input type="checkbox"/> Implementing crisis intervention techniques	<input type="checkbox"/> Provide verbal prompts	<input type="checkbox"/> Provide physical support/positioning
<input type="checkbox"/> Suctioning	<input type="checkbox"/> Redirecting/removing from class	<input type="checkbox"/> Structured teaching/assignments	<input type="checkbox"/> Provide safety/close visual supervision
<input type="checkbox"/> Providing physical support and/or positioning	<input type="checkbox"/> Prohibiting elopement of student	<input type="checkbox"/> Support use of assistive technology	<input type="checkbox"/> Adapting materials
<input type="checkbox"/> Toileting	<input type="checkbox"/> Providing safety supervision	<input type="checkbox"/> Implement individualized methodologies	<input type="checkbox"/> Facilitating social interaction with peers
<input type="checkbox"/> Feeding – full support	<input type="checkbox"/> Supervision during breaks	<input type="checkbox"/> Provide signing	<input type="checkbox"/> Facilitating transitions
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

*If a SCIA is recommended, please complete the following items:*

- o Describe how the SCIA will be provided training (on the IEP Notes Page).
- o Indicate which IEP goal(s) and objective(s) addresses each of the areas of intensive need checked above (on the IEP Notes Page).
- o Describe the school day and assistance needed on the SCIA Direct Assistance Schedule (Step 5 – Form 2).

**Kern County SELPA  
SCIA Direct Assistance Schedule**

Student \_\_\_\_\_ DOB: \_\_\_\_\_ School \_\_\_\_\_

Case Manager \_\_\_\_\_ Date \_\_\_\_\_ Review Date: \_\_\_\_\_

- *Indicate the times, settings, circumstances, and specific activities and tasks the SCIA will be utilized .*
- *Specify EXACTLY when the Special Circumstance Inclusion Aide will be utilized with the student.*

<b>IEP Goal</b>				
Time(s)				
Activity				
Staff Responsible				
<b>IEP Goal</b>				
Time(s)				
Activity				
Staff Responsible				
<b>IEP Goal</b>				
Time(s)				
Activity				
Staff Responsible				
<b>IEP Goal</b>				
Time(s)				
Activity				
Staff Responsible				

## Kern County SELPA Classroom Adaptations and Modifications

	Health/Personal Care	Behavior	Instruction	Inclusion/Mainstreaming	Social Pragmatics
<b>1</b>	Mild or occasional health concerns. Allergies or other chronic health concerns. No specialized health care procedure. Medications administered takes less than 10 minutes per day. Needs reminders to complete personal care activities.	Mild or occasional behavior incidents. Follows adult direction but occasional requires additional encouragement and prompts. Occasional difficulty with peers and adults, but behaviors are not typically considered dangerous.	Participates in individual, small group, and whole class instruction at instructional level, but may require additional prompting or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning. Specialized instructional strategies are not required.	Developed IEP goals can be met through partial or full inclusion in general education with the use of accommodations and/or modifications. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible.	Mild social cueing. Able to initiate, turn-take, maintain interactions. Participates in joint activities but may require additional prompts or cues. Peripheral peer relationships, does not seek others out but plays when invited. Occasional difficulty with transition or changes in routine.
<b>2</b>	Chronic health issues. Generic specialized health care procedure and takes medication. Intervention for 10-15 minutes daily. Requires reminders and prompts or limited hands-on assistance for washing hands, using the bathroom, wiping mouth, etc. Occasional toileting accidents.	Moderate level of behavioral incidents. Has problems following directions and behaving appropriately. Adult intervention is required daily, but can be managed adequately with a classroom behavior management plan. May require behavior support plan implementation.	Cannot always participate in whole class instruction without modifications. Smaller groups and frequent verbal prompts, cues, or reinf. On task about 50% of the time with support. Requires more verbal prompts to follow directions. Specialized instructional strategies are not required.	IEP goals can be met through partial or full inclusion in gen. ed. with the use of accomm. and/or mod. Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Requires adult shadowing for short periods of time daily.	Socialization may require facilitation. Requires small groups and 1:1 with frequent adult prompts for successful interactions. Exhibits parallel play but reciprocal play requires adult facilitation. Transitions and changes in routine may require generic intervention.

**Environment**

- Clarify rules
- Active rule teaching
- Change seating
- Change groups
- Reduce distractions
- Special study area
- Peer supports
- Posted visual schedule
- Rearrange physical environment

**Assignments**

- Shorten
- Individual contracts
- Extended time
- Use of tape recorder
- Daily assignment book
- Start buddy

**Requests for Assistance**

- Conference with parents
- Confer with other school staff (reading spec., etc.)
- Additional staff training
- Behavior support plan
- Classroom team meetings

**Communication**

- Student has access to communication system
- Student has a predictable means of communication
- Staff recognizes communication attempts (encourages)
- Home/School communication (log, e-mail, etc.)

**Curriculum/Materials**

- Change instructional materials
- High-interest reading materials
- Use of computer
- Calculator
- Books on tape, taped notes
- Learning games
- Assistive devices
- Reinforcers
- Reinforcement schedule
- Lesson plans clearly written
- IEP objectives address deficit areas

**Other Accommodations:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Teaching Techniques**

- Consistent rules & consequences (across staff)
- Teach study skills
- Strategies instruction
- Repeat instructions, assignments
- Verbal praise
- Frequent feedback
- Eye Contact
- Use of multiple modalities (visual aids, hands on)
- Small group instruction
- Cross-age tutor

**Other Modifications:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Kern County SELPA  
Special Circumstances Instructional Assistance  
Observation Review to Determine Progress**

Student:	DOB:	Date:
Grade:	School:	
Start Time:	End Time:	Previous Obs. Date:

Name(s) Position of SCIA provider(s):

Current status per teacher/support staff/student: (include rubric scores from **Special Circumstances Instructional Assistance Rubric**)

Description of current SCIA provided (time, settings, specific tasks):

Observation of student behavior:

Description of results of efforts to increase student independence and/or progress on goal(s):

**Kern County SELPA  
Special Circumstances Instructional Assistance  
Observation Review to Determine Progress**

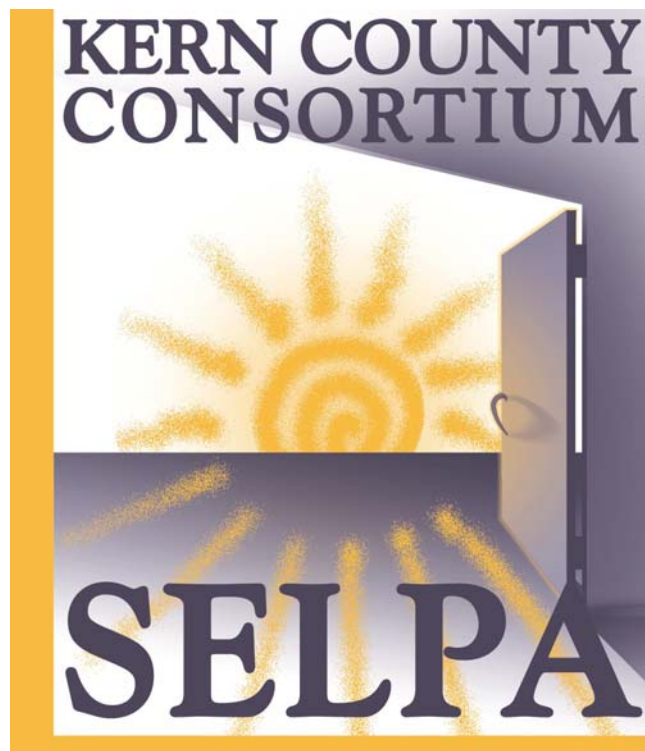
Include Data of Student Progress Toward IEP Goals and Level of Prompting:

Comments:

Recommendations:



# APPENDIX



**Kern County SELPA**  
**Parent Guide to Planning Special Circumstances Instructional Assistance to**  
**Implement in the Individualized Education Program**

<p><b>What is the role of the parent in considering the need for special circumstances instructional assistance (SCIA)?</b></p>	<p>Parents should be active participants in the decision making process when considering the need for additional individualized modifications and support for their child. This is always an IEP team decision. First and foremost, the goal for any special needs learner is to encourage, promote, and maximize student independence. If not carefully monitored, additional assistance can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where additional support may be required.</p> <p>The IEP goals and objectives are driven by assessment and will determine where support is needed. If the IEP team determines that a student needs additional help, family members need to contribute to the decision making and planning about how the special circumstances instructional assistance will be delivered. The following questions are intended to assist parents and other IEP team members in discussing this issue.</p>
<p><b>What accommodations or modifications are needed and who will deliver these accommodations?</b></p>	<p>The IEP team needs to specifically describe the modifications or accommodations the student needs in order to meet the goals and objectives on the IEP. Once those are designed, some decisions must be made about who will work with the student to implement those modifications and accommodations.</p> <p>In most situations, the teacher or existing instructional staff will be able to provide the support to the student's program. In other situations, additional support may be necessary. As team members plan for meeting the needs of individual students and the overall needs of the classroom program, they should consider all possible options for using available resources. The use of additional support staff may or may not be the most appropriate option for meeting student needs. Possible alternatives to assigning individual special circumstances assistance include:</p> <ul style="list-style-type: none"> <li>· Using peer tutoring or cooperative learning practices</li> <li>· Reassigning existing staff to help the student</li> <li>· Increasing training to existing staff in making accommodations</li> <li>· Assigning an individual instructional staff member for initial transition into a new setting for a specific time period</li> <li>· Utilizing volunteers</li> <li>· Using assistive technology to encourage more independent functioning</li> <li>· Team teaching with instructional staff alternating between two classrooms</li> <li>· Reviewing and/or revising the behavior support plan</li> </ul> <p>The IEP team may determine that special circumstances instructional assistance is needed. It is not the role of the team members to assign an individual person to perform the identified services. That responsibility typically belongs to the principal or district special education and/or personnel department.</p>

<p><b>If additional special circumstances instructional assistance (SCIA) is determined to be appropriate, what questions need to be asked?</b></p>	<p><b>What is the special circumstances instructional assistance (SCIA) support to be provided?</b> The IEP should include a specific description of the support to be provided.</p> <p><b>Where will the services be provided?</b> The IEP should describe the educational setting(s) in which the student will be working with the SCIA. For instance, whether the SCIA will be provided in the general education setting and/or the special education setting should be discussed and documented in the IEP.</p> <p><b>How much time will SCIA be provided for my child?</b> The IEP team should specify the approximate schedule when the SCIA will provide additional support.</p> <p><b>How long will the services be needed?</b> Additional support service may be discontinued when specific skills are accomplished, when levels of independence have been achieved, or when specific conditions are met. Usually a three to six month review is recommended. If not carefully monitored, on-going individual assistance can easily and unintentionally foster dependence.</p> <p><b>Who will provide the services?</b> The IEP team should list the position of the person responsible. The name of the staff member should not be listed. Questions about substitutes or coverage in the event that a staff member is absent may need to be addressed for some students.</p> <p><b>How will we know when the student will be able to be successful without these additional services?</b> The IEP team should list the level of independence or skill acquisition that will indicate the need to revise the level of support and the type of modification and services needed. Discussion at the IEP meeting might address these questions: What skills need to be accomplished before the student is able to be successful without the additional support? How will we know when the student has attained mastery of these skills?</p>
<p><b>Questions the family may direct to the supervisor of the special education program?</b></p>	<ul style="list-style-type: none"> <li>• Who has the responsibility for observing and evaluating whether the SCIA is working effectively with my child?</li> <li>• To whom do we take concerns about the SCIA support?</li> <li>• What skills does the additional instructional assistant need in order to work effectively with my child on IEP objectives?</li> <li>• How will staff be trained prior to starting services?</li> <li>• Who is going to train the staff?</li> <li>• What ongoing staff development will be provided to the staff?</li> </ul>
<p><b>Questions for the family to consider to ensure effective communication throughout the school year?</b></p>	<ul style="list-style-type: none"> <li>• Who should I call to discuss routine issues such as day-to-day care or ordinary events that arise?</li> <li>• Who should I call about programming issues such as my child's progress, class scheduling, instructional needs, or social interaction with peers?</li> <li>• How will information from staff who are providing SCIA be shared with me?</li> </ul>

**Kern County SELPA  
Administrative Process Checklist  
Consideration for Special Circumstances Instructional Assistance**

*(Teacher/administrator has completed referral and rubric with attached documentation to show need for assistance.)*

Date Completed

1. \_\_\_\_\_ Coordinator/Principal notifies the Special Education Administrator when there has been a Referral for Special Circumstances Instructional Assistance (SCIA). Include the following information: Who made the request? What is the justification for consideration of extra support? Discuss composition of SCIA Evaluation Team (professionals for areas of requested need).
2. \_\_\_\_\_ Coordinator/Principal contacts the SCIA Evaluation Team who will complete the Observation Evaluation for SCIA
3. \_\_\_\_\_ Evaluation Team Coordinator sends Notice of Referral, Assessment Plan, SCIA Supplemental Assessment Plan, and Parent Guide
4. \_\_\_\_\_ Consent to Assess is received from the parent/guardian
5. \_\_\_\_\_ Observational Evaluation is initiated by the SCIA Evaluation Team
6. \_\_\_\_\_ Observation Evaluation is completed by the SCIA Evaluation Team Evaluation Summary Report is completed
7. \_\_\_\_\_ Informal staff meeting is convened to discuss the results of the observation evaluation
8. \_\_\_\_\_ IEP meeting is convened. Recommendation is made
9. \_\_\_\_\_ If the decision is made to add/increase SCIA support, it is written on the IEP with specific goals and objectives, monitoring strategies, fading strategies, and review dates (3 months suggested)
10. \_\_\_\_\_ Assign and train SCIA
11. \_\_\_\_\_ Review date observation

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_

**Kern County SELPA  
Special Circumstances Instructional Assistance  
Suggestions for Considerations at Informal Staff Meeting**

Below is a list of issues that should be considered in the informal staff meeting. Discussion of these items could facilitate creative ways to combine current site resources in order to meet the student's needs.

1. Address the SCIA philosophy, which indicates that too much support can become more disabling to a student and that staff should always work toward student independence.
2. Review and discuss the results of the Observation Evaluation.
3. Look at options related to more effective use of existing staff, rather than adding SCIA. Discuss exactly how much individual assistance the student needs and who might be able to assist the student at a "high need" time. Consider natural supports.
4. Review the behavior management plan. Discuss whether a full functional analysis assessment and/or behavior intervention plan might be necessary.
5. Consider district as well as site resources and staff to meet the need.
6. Look for additional materials or resources that might decrease need for additional staff.
7. Use the rubric and other available information to assist the team in quantifying the severity of the student's need.
8. Discussion that specifies activities, environments, and circumstances where additional support is needed, whether adding assistance to the whole class is recommended, and how many hours of support are expressly needed.
9. Discuss plan for fading the extra support to maximize student independence.

## **Kern County SELPA Parameters for SCIA**

When the IEP team determines that a SCIA is needed, the plan developed should include:

- Goals and objectives that address skills to be taught by SCIA and formal plan to fade and transition to natural supports and existing staff
- How the support will be monitored and how often it will be monitored
- Data collection method and who will review data
- Modifications that will be used
- Review dates to monitor fading (3 months, 6 months)
- What is the expected duration of the support
- What format will the student be supported in - specific activities, environments, and circumstances for SCIA
- Define the roles of SCIA, special education teacher, general education teacher, and any other adult supporting the child in the educational setting
- What additional training will be needed by the staff

## Kern County SELPA

### Where to Write the SCIA Support in the IEP

SCIA should NOT be written as a DIS service. Special Circumstances Instructional Assistance is not listed as a DIS service in California Education Code (EC 56363(a)). Some people have held that fading SCIA could be viewed as a “change of placement.” This could be true if SCIA is listed as a DIS service. However, no changes should be made to the SCIA support without an IEP meeting. SCIA is more correctly written on the Accommodations and Modifications page under the specific areas of need to enable student to function as independently as possible in the others areas while allowing access to progress on their goals and objectives.

In this section indicate the duration, frequency, and location of SCIA. Additional language clarifying SCIA support should be written on the IEP Team Meeting Notes. **Once the SCIA is written into the IEP, it should be recorded in CASEMIS data as Intensive Individual Services. Be sure to contact the person in your district who is responsible for entering CASEMIS data.**

Sample language on the Special Factors/Support page:

1. *In addition to natural supports and existing staff support in the classroom, additional special circumstances instructional assistance will be provided for (student’s name) in the general education setting.*

OR

2. *SCIA will be provided in the classroom setting for four hours each day.*

OR

3. *SCIA will be provided in the general education classroom with decreasing intensity to support the implementation of the Behavior Intervention Plan.*

Sample language on the IEP Team Meeting Notes page:

*“In addition to natural supports and existing staff support in the classroom, additional special circumstances instructional assistance will be provided for (student’s name) as follows....”*

Indicate how SCIA will be utilized including hours per day, educational settings (e.g., RSP/SDC vs. regular education classroom), and specific tasks (e.g., toileting, feeding/eating, academics, mobility, at recess to promote appropriate social behavior on the playground, during individual reading instruction).

**USE THE REGULAR SELPA IEP FORMS**

## Kern County SELPA

### **Recommendations: Writing a Fading Plan on the IEP Team Meeting Notes**

A plan for fading should be specifically written on the IEP Team Meeting Notes which is clearly understood by the entire team and is very exact. It is important that everyone, especially the parent(s), understand the fading schedule. If needed, the **Observation Review to Determine Progress (Step 7, Form 1a-b)** should be completed, and this information should be reviewed at the next IEP meeting (within 3-6 months) to determine the effectiveness of SCIA.

**Example 1:** In order to promote and maximize student independence, special circumstances instructional assistance will be discontinued when (list the level of independence achieved, skills acquired, or certain conditions met that would indicate SCIA no longer needed).

**Example 2:** The student will be provided short-term special circumstances instructional assistance not to exceed \_\_\_\_\_ weeks (Use this statement when SCIA is needed for a specific period of time, such as for a special project, or for a temporary medical condition, etc.)

**Example 3:** By (date), support staff will decrease direct proximity (standing next to the student) by 40% as documented on a daily log and by (2 months later) direct support will be faded by 60%. When not in direct proximity to the student, the additional support staff will be in the same classroom, working with other students or other tasks in order to be available, if necessary, for (student). An IEP meeting will be scheduled for (3-6 months) to review the effectiveness of the additional SCIA. (Name/Position) will complete the **Observation Review to Determine Progress** form, and this information will be reviewed at the next IEP meeting.

**Example 4:** (Student) will receive SCIA for six periods beginning in September, and decreasing one period per month for a three month period.

### **Sample Fading Goals and Objectives/Benchmarks**

**Goal 1:** By (date), (student) will increase independence skills by demonstrating handraising at least three times each day to ask the classroom teacher a question, with indirect prompting from support staff.

**Objective 1:** By (date), when verbally prompted, (student) will ask support staff a question when he/she needs help.

**Objective 2:** By (date), (student) will demonstrate raising his/her hand to ask support staff a question, when verbally prompted by support staff, at least 3 times per day.

**Objective 3:** By (date), (student) will raise his/her hand to ask a question of the classroom teacher at least on time per day with verbal prompting from support staff.

**Goal 2:** By (date), (student) will demonstrate appropriate playground behavior by lining up within one minute after the bell rings, at least one time per day.

**Objective 1:** By (date), when given a verbal prompt, (student) will seek out support staff when he/she hears the bell ring.

**Objective 2:** By (date), (student) will independently stand next to support staff who is in the children's line, within one minute after the bell rings.



## Kern County SELPA

### **Suggested IEP Language When SCIA is NOT Recommended**

Indicate in the IEP Team Meeting Notes what *is* working in the current program. Address natural supports that are in place and effective. Specify accommodations and/or modifications that are already meeting the student's needs. Indicate in the *IEP Team Meeting Notes* any additional supports to be provided such as accommodations and/or modifications, a *Behavior Intervention Plan*, and/or natural supports that are available in the environment. Consider adding IEP goals to address student independence.

#### **Example 1:** (For a student with academic concerns only)

(Student) is receiving the following services and supports: reading intervention instruction twice weekly for 30 minutes each session, classroom aide assigned to the regular education class during reading instruction, RSP collaboration daily for 55 minutes, cross-age tutoring once weekly for 30 minutes, homework club four times a week for 60 minutes, appropriate reading goals on IEP, and access to computerized reading software. In considering current SCIA evaluation results and the services and supports that are being provided, the IEP team agrees (or the IEP team agrees, with the exception of the parents) that (student) is receiving adequate support at the present time to make satisfactory progress toward all goals.

#### **Example 2:** (for a student with behavioral and/or social issues)

(Student) is receiving the following services and supports: visual schedule, sensory integration service (DIS OT), DIS Speech and Language services, school-based counseling, assigned peer buddy during transitions and in social situations, high staff/student ratio in all school settings including lunch and recess, consultation with Autism Specialist bi-weekly 60 minutes per session, Behavior Intervention Plan which has decreased targeted maladaptive behavior by 50% in the last two months. In considering current SCIA evaluation results and the services and supports that are being provided, the IEP team agrees (or the IEP team agrees, with the exception of the parents) that (student) is receiving adequate support at the present time to make satisfactory progress toward all goals.

When the school staff makes a determination about whether or not SCIA is required in order for the student to benefit from his or her education, AND the parent refuses to sign the IEP, the district special education administrator or designee should contact the district's legal representative for input and recommendations.

**Kern County SELPA  
Special Circumstances Instruction Assistance  
Sample Goals and Objectives**

<b>Health/Personal Care Area</b>
----------------------------------

**By \_\_\_\_\_ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with only one verbal prompt per day for 5 consecutive days as measured by data.**

1. By \_\_\_\_\_ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with physical and verbal prompts for 5 consecutive days as measured by data.
2. By \_\_\_\_\_ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with no more than 2 verbal prompts for 5 consecutive days as measured by data.

**By \_\_\_\_\_ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 6 times per session for 4 out of 5 consecutive days as measured by data.**

1. By \_\_\_\_\_ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 2 times per session for 4 out of 5 consecutive days as measured by data.
2. By \_\_\_\_\_ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 4 times per session for 4 out of 5 consecutive days as measured by data.

**By \_\_\_\_\_ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 4 out of 5 trial days as measured by staff data.**

1. By \_\_\_\_\_ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 2 out of 5 trial days as measured by staff data.
2. By \_\_\_\_\_ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 3 out of 5 trial days as measured by staff data.

## Kern County SELPA

<b>Behavior Area</b>
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**By \_\_\_\_\_ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others 4 out of 5 occasions over 5 consecutive trial days as measured by data.**

1. By \_\_\_\_\_ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others 2 out of 5 occasions over 5 consecutive trial days as measured by data.
2. By \_\_\_\_\_ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others 3 out of 5 occasions over 5 consecutive trial days as measured by data.

**By \_\_\_\_\_ when given a direction, student will follow that direction within 30 seconds with no protest or complaining 4 out of 5 requests for 5 consecutive trial days as measured by staff.**

1. By \_\_\_\_\_ when given a direction, student will follow that direction within 30 seconds with no more than 3 protests or complaints 4 out of 5 requests for 5 consecutive trial days as measured by staff.
2. By \_\_\_\_\_ when given a direction, student will follow that direction within 30 seconds with no more than 1 protest or complaint 4 out of 5 requests for 5 consecutive trial days as measured by staff.

**By \_\_\_\_\_ during unstructured time, student will keep hands and feet to self and refrain from negative comments to others with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.**

1. By \_\_\_\_\_ during unstructured time, student will keep hands and feet to self with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.
2. By \_\_\_\_\_ during unstructured time, student will refrain from negative comments to others with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.

**By \_\_\_\_\_ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 4 out of 5 situations over 5 trial days as measured by staff data.**

1. By \_\_\_\_\_ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 2 out of 5 situations over 5 trial days as measured by staff data.
2. By \_\_\_\_\_ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work, student will ask for adult help to complete school tasks on 3/5 situations over 5 trial days as measured by staff data.

## Kern County SELPA

<b>Instruction Area</b>
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**By \_\_\_\_\_ student will compose/write a complete sentence including correct grammar, syntax and spelling with 80% accuracy for 5 consecutive trial days as measured by work samples.**

1. By \_\_\_\_\_ student will compose/write a complete sentence including correct grammar and syntax with 80% accuracy for 5 consecutive trial days as measured by work samples.
2. 2. By \_\_\_\_\_ student will compose/write a complete sentence including correct spelling with 80% accuracy for 5 consecutive trial days as measured by work samples.

**By \_\_\_\_\_ student will improve comprehension skills by answering questions on main idea and specific details following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.**

1. By \_\_\_\_\_ student will improve comprehension skills by answering questions on main idea following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.
2. By \_\_\_\_\_ student will improve comprehension skills by answering questions on specific details following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.

**By \_\_\_\_\_ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times for 5 consecutive trial days as measured by staff data.**

1. By \_\_\_\_\_ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times with physical prompts for 5 consecutive trial days as measured by staff data.
2. By \_\_\_\_\_ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times with verbal prompts for 5 consecutive trial days as measured by staff data.

**By \_\_\_\_\_ when given a matching work task with at least 10 items to be sorted, student will sort items into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.**

1. By \_\_\_\_\_ when given a matching work task with at least 10 items to be sorted, student will sort items with physical prompts into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.
2. By \_\_\_\_\_ when given a matching work task with at least 10 items to be sorted, student will sort items with indirect prompts into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.

**By \_\_\_\_\_ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 3 minutes, when given the instructions to “do your work” on 4 out of 5 trial days as recorded by staff.**

1. By \_\_\_\_\_ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 5 minutes, when given the instructions to “do your work” on 4 out of 5 trial days as recorded by staff.
2. By \_\_\_\_\_ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 4 minutes, when given the instructions to “do your work” on 4 out of 5 trial days as recorded by staff.

**By \_\_\_\_\_ student will name at least 6 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, hand, foot)**

1. By \_\_\_\_\_ student will name at least 3 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, hand, foot)
2. By \_\_\_\_\_ student will name at least 5 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, hand, foot)

<b>Inclusion/Mainstreaming</b>
--------------------------------

**By \_\_\_\_\_ student will participate in general education kindergarten class by following directions given to whole class, with no prompts, 4/5 times on 5 consecutive trial days as measured and recorded by staff.**

1. By \_\_\_\_\_ student will participate in general education kindergarten class by following directions given to whole class, with verbal prompts, 4 out of 5 times on 5 consecutive trial days as measured and recorded by staff.
2. By \_\_\_\_\_ student will participate in general education kindergarten class by following directions given to whole class, with indirect prompts, 4 out of 5 times on 5 consecutive trial days as measured and recorded by staff.

**By \_\_\_\_\_ student will participate in a general education 3<sup>rd</sup> grade class by completing the modified classwork, as developed by the teacher and instructional assistant, with 75% accuracy over 5 consecutive trial days as measured by student work.**

1. By \_\_\_\_\_ student will participate in a general education 3<sup>rd</sup> grade class by completing the modified work, as developed by the teacher, with 75% accuracy over 2 consecutive trial days as measured by student work.
2. By \_\_\_\_\_ student will participate in a general education 3<sup>rd</sup> grade class by completing the modified work, as developed by the teacher, with 75% accuracy over 4 consecutive trial days as measured by student work.

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**PRAGMATICS**

**By \_\_\_\_\_ student will independently engage with one or more students during structured play activities on the playground for at least five consecutive minutes in 3/4 structured trials as measured by staff.**

1. By \_\_\_\_\_ the student will participate for at least five minutes in an adult-led structured play activity with one or more other students in 2/4 structured trials following a model and a verbal prompt.
2. By \_\_\_\_\_ student will participate for at least five minutes in an adult-led structured play activity with one or more other students in 2/4 structured trials following a verbal invitation from another student.
3. By \_\_\_\_\_ student will participate for at least five minutes in a structured play activity with one or more other students in 2/4 structured trials following a verbal invitation from another student.

**By \_\_\_\_\_ student will participate in small group work/discussion and complete tasks (by exhibiting the behaviors of full body listening, commenting, exchanging opinions, dividing and completing assignments, and sharing completed work) during structured activities in the classroom in 3/5 structured trials as measured by the classroom teacher.**

1. By \_\_\_\_\_, student will contribute two on-task comments and demonstrate whole-body listening in 3/5 structured five minute classroom activities with visual and verbal prompting.
2. By \_\_\_\_\_, student will exhibit the behaviors of full body listening, commenting, exchanging opinions, and dividing assignments in 3/5 structured small group classroom activities as measured by the classroom teacher.

## RESOURCES

“Cooperative Learning and the Strategies for Inclusion: Celebrating Diversity in the Classroom,” Second Edition (Putnam), Brookes Publishing.com

“Decreasing Dependency by Increasing Paraprofessional Competency,” by Vicki Butler and Patti Crawford. Riverside County SELPA Presentation 2002.

“Determining When a Student Requires Paraeducator Support,” by Patricia Mueller and Francis V. Murphy, The Council for Exceptional Children, 2001, Vol. 33 No. 6, pp 22-27.

“Guidelines for Working with One-To-One Aides,” by David F. Freschi, The Council for Exceptional Children, April 1999.

“Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities,” Michael F. Giangreco, Susan W. Edelman, Tracy Evans Luiselli, and Stephanie Z.C. Macfarland, The Council for Exceptional Children, Fall 1999, Vol. 64, Issue 1, pp 7-17.

“Paraeducator Experiences in Inclusive Settings: Helping, Hovering, or Holding Their Own?” by Susan Unok Marks, Carl Schader, and Mark Levine, The Council for Exceptional Children, 1999, Vol. 63, No. 3, pp315-328.

“Social Relationships and Peer Support: Teachers’ Guide to Inclusive Practices.” Martha E. Snell and Rachel Janney, Brookes Publishing.

“Working with Paraprofessionals,” by Michael F. Giangreco, Educational Leadership, October 2003, Vol. 61, No. 2, pp 50-53.

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