

FORM 2: ANALYSIS OF INSTRUCTIONAL AND PERSONAL SUPPORT NEEDS

Q: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? Please use multiple sources of data to answer this question and complete this form. Data sources may include test results, benchmarks, student interviews, grades, observations, and behavioral data.

Current School: _____ Receiving School: _____ Student: _____
 Case Manager (if applicable): _____ Grade (upcoming school year): _____ ID #: _____

SUBJECT/COURSE	INSTRUCTIONAL SUPPORT Attach Accommodations Sheet or BIP								PERSONAL SUPPORT					
	As Designed	Are there aspects of Tier 1 instruction that can be incorporated to enable the student to be successful?		Accommodations?		Assistive Technology (per IEP)?	Behavior Intervention	Curricular Modifications?		Advance Support	In-Class Support			Specialized Support
		YES	NO	YES	NO			YES	NO		Supports Prior to Instruction	Peers	Support Facilitation	
	Yes													
	No													
	Yes													
	No													
	Yes													
	No													
	Yes													
	No													

Accommodation: A change made to HOW content is taught and/or learning is assessed in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. **Modification:** A change in WHAT the student is expected to learn and/or demonstrate. **Co-Teacher (CT):** A formal, yearlong or semester-long commitment between a general education teacher and a special education teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (WHO? Certified and/or licensed personnel partnered with the general education teachers) **Support Facilitator (SF):** An individual who provides a variety of supports, either to students and/or the general education teacher, which meets the needs identified through collaborative planning. (WHO? certified special populations teachers; licensed personnel, such as OT, PT, Speech, Paraprofessionals) **Behavior Interventions** that apply across the school day (if any). **Peer Support** refers to peers who have been formally trained as part of a school-wide peer support or peer assistance program. **Assistive Technology:** any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities

Example of potential for adding detail to decision-making re: **ACCOMMODATIONS**
 (Source: <https://tinyurl.com/o2t5nbb>)

Presentation: A change in the way information is presented. Text-to-speech software, graphic organizers, color coded materials, chapter outline, vocabulary bank, sentence starters, large print textbooks, flow charts

Response: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, smaller segments of the test questions, questions presented in a different format (short essay, true/false, etc.)

Setting: A change in the learning environment. Preferential seating, structured learning centers, a quiet time space, fewer visual distractions

Timing and Scheduling: Change in the timing for an activity or test, providing more time to complete a task, use of a timer to establish appropriate pace, etc.

Example of potential for adding detail to decision-making re: **BEHAVIOR**

Have typical behavior management techniques (contracts, location of seating, explicit instruction in appropriate behaviors, etc.) been tried?

Has the school social worker or counselor visited the student and observed in the classroom to suggest Tier One strategies for improving behavior for this student?

If a BIP has been developed, is it implemented as designed and with fidelity?

Example of potential for adding detail to decision-making re: **MODIFICATIONS**

Partial Modification: The student is able to master selected components, but not the entire grade level objective

Complexity Modified: The student masters the entire objective but at a different level of complexity (Bloom's Taxonomy)

Level Modified: The student is able to achieve a below-level objective related to the concept(s) or "big idea(s)" of the lesson

Alternative Objective: The student is able to meet an alternative objective that is aligned to the concepts of the grade-level objective.

Functional Objective: The student is able to master an objective that is designed to increase the student's level of independence in a functional life skill?