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.

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

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| **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?** | | **With Accommo-dations** | | **With Curricular Modifications** | | **With Assistive Technology** | **Behavior Intervention** | **Advance Support** | **In-Class Support** | | | **Specialized Support** |
| Yes | NO | Yes | No | Yes | No | Supports Prior to Instruction | Peers | Support Facilitation | Co-Teach | Outside Gen Ed Classroom |
|  | 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 and 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.

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| **Example of potential for adding detail to decision-making re: ACCOMMODATIONS (Source: https://tinyurl.com/o2t5nbb)** |  | **Example of potential for adding detail to decision-making re: MODIFICATIONS** |  | **Example of potential for adding detail to decision-making re:**  **BEHAVIOR** |
| **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 |  | **Partial Modification**: The student is able to master selected components, but not the entire grade level objective |  | Have typical behavior management techniques (contracts, location of seating, explicit instruction in appropriate behaviors, etc.) been tried? |
| **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.) |  | **Complexity Modified**: The student masters the entire objective but at a different level of complexity (Bloom’s Taxonomy) |  | 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? |
| **Setting**: A change in the learning environment. Preferential seating, structured learning centers, a quiet time space, fewer visual distractions |  | **Level Modified**: The student is able to achieve a below-level objective related to the concept(s) or “big idea(s)” of the lesson |  | If a BIP has been developed, is it implemented as designed and with fidelity? |
| **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. |  | **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? |  |  |