

# Independence Plan for a Student with 1:1 Adult Support

Student Name:

Grade:

School:

Date:

1. What is the intent of the assigned 1:1 adult support as described in the adverse impact statement of the IEP?
2. In what ways has the student demonstrated greater independence in the past year?
3. What skills, when developed, will indicate that the student is performing at their highest level of independence?
4. What specially designed instruction is the student currently receiving to help advance those skills and how is it being delivered?
5. What next steps can the staff take to support the student in becoming more independent?
6. How soon do you estimate that those skills will have advanced enough that the student will need less adult support time in their IEP?

\_\_\_ within the year

\_\_\_1-2 years

\_\_\_2-3 years

\_\_\_3-4 years

\_\_\_4+years

## ***Adult Support Role Rubric***

Fill out the table below that specifies the role of the adult support. Indicate "N/A" for times that do not apply.

<b>Time of Day, Activity, or Class Period</b>	<b>What can the student do independently and does not need additional help with?</b>	<b>In what ways will the classroom teacher assist the student and in what ways will the adult support assist the student?</b>	<b>Beyond the direct assistance of an adult, what supports can be used to help advance the skills of the student and build their independence? (for example, a visual schedule, voice scale, break card, timer, eye gaze device, switch, etc.)</b>	<b>What work can the adult support do when their targeted student is not in need of support?</b>
General Education Setting:		Teacher assists by:     Adult support assists by:		
Special Education Setting:		Teacher assists by:     Adult support assists by:		
Transitions:		Adult Support assists by:		
Lunch/Recess:		Adult support assists by:		
Other relevant notes on miscellaneous times of the day:				

Note for the case manager: Electronically attach this plan to the current IEP in IEPonline and update with each new IEP. At the nearest opportunity, review this plan with the assigned 1:1 paraeducator and the student's assigned general education teacher(s).