STUDENT SCHOOL DAY ANALYSIS (sample)

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| --- | --- | --- | --- | --- | --- | --- |
| **Time/****period** |  **Activity** | **What the student can****do independently** | **What the student** **needs assistance** **with**  | **Accommodations the****student needs to** **complete the activity****independently** | **Assistance the** **student needs** **to complete the** **activity – intensity,duration, frequency** | **Identify existing****paraprofessional****supports** |
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***STUDENT NEED ANALYSIS (sample)***

**Health / Personal Care**

* Student requires non-medical specialized health care support (i.e., feeding, assistance with braces or prosthesis).
* Student has in Individualized Health Care Plan.
* Student requires positioning or bracing multiple times daily.
* Student requires health-related interventions multiple times daily.
* Student requires full toilet care.
* Student requires direct assistance for dressing.

**Behavior**

* Student presents with serious behavior problems with ongoing incidents of injurious behaviors to self and/or others.
* Student presents as over-active and has difficulty focusing attention.
* Student runs away.
* Student has a functional behavioral assessment and a behavior intervention plan.
* Student needs an adult in close proximity to supervise social interactions with peers at all times.

**Instruction**

* Student needs verbal prompts to participate in a group, stay on task, and follow directions.

Frequency/Rate: \_\_\_\_\_\_\_\_\_\_\_\_

* Student needs physical prompting to participate in a group, stay on task, and follow directions.

Frequency/Rate: \_\_\_\_\_\_\_\_\_\_\_\_

* Student needs visual prompts/picture supports to participate in a group, stay on task, and follow directions.

Frequency/Rate: \_\_\_\_\_\_\_\_\_\_\_\_

* Student needs support to utilize augmentative or assistive technology.
* Student needs extensive modification to all curriculum content.
* Student needs an adult in constant close proximity for direct instruction.

**Mobility**

* Student requires individualized assistance to transition to and from class, at all times during the school day.

***CONSIDERATIONS FOR DESIGNING A FADING PLAN [[1]](#footnote-1)(sample – note this is not a plan itself)***

1. When is it necessary to be physically next to the student?
2. For the skill, activity or time period, is the goal independence (done by the student) or interdependence (done with the support of a peer)?
3. What types of cues are educators using with the student? With what level of intensity, duration and frequency?
4. What next step will reduce the type and level of support given to the student (i.e., move from more intensive to less intrusive cues; use natural cues in the environment; ask questions rather than giving answers, etc.)? When will the next step be initiated?
5. Can anyone else provide more natural supports for the student?
6. What material, content, or classroom structures/schedules should educators adapt to allow the student to experience more independence? When should these changes happen?
1. Causton-Theoharis, J. (2009). The golden rule of providing support in inclusive classrooms: Support others as you would wish to be supported. *Teaching Exceptional Children, 42(2), 36-43.* [↑](#footnote-ref-1)