**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time of Day, Activity, or Class Period** | **What can the student do independently and does not need additional help with?** | **In what ways will the classroom teacher assist the student and in what ways will the adult support assist the student?** | **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.)**  | **What work can the adult support do when their targeted student is not in need of support?**  |
| 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).