

**Special Circumstances Instructional Assistance Rubric**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Disability: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

Teacher: \_\_\_\_\_ Current Program: \_\_\_\_\_ Person Completing Rubric (Name/Title): \_\_\_\_\_

Select the number that best describes the student in each rubric category that is appropriate.  
 0=no concern, 1=mild, 2=moderate, 3=significant, 4=severe

	<i>Health/Personal Care/Rating</i>	<i>Behavior/Rating</i>	<i>Instruction/Rating</i>	<i>Inclusion/Mainstreaming/Rating</i>
<b>0</b>	<input type="checkbox"/> General good health. No specialized health-care procedure, medications taken or time for health care. Independently maintains all "age appropriate" personal care.	<input type="checkbox"/> Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.	<input type="checkbox"/> Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.	<input type="checkbox"/> Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.
<b>1</b>	<input checked="" type="checkbox"/> Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health-care procedure. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.	<input type="checkbox"/> Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. Can be managed adequately with a classroom behavior management plan.	<input type="checkbox"/> Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions and to remain engaged in learning.	<input type="checkbox"/> Participates with modifications and accommodations. May need occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.
<b>2</b>	<input type="checkbox"/> Chronic health issues and generic specialized health-care procedure. Takes medication. Health-care intervention for 10-15 min. daily (diet, blood sugar medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents.	<input type="checkbox"/> Has problems following directions and behaving appropriately. Unable to experience much success without individual Behavior Support Plan (BSP) implementation.	<input type="checkbox"/> Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On-task about 50 percent of the time with support. Requires more verbal prompts to follow directions.	<input type="checkbox"/> Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.
<b>3</b>	<input type="checkbox"/> Very specialized health-care procedure and medication. Limited mobility. Physical limitations requiring assistance (e.g., stander, walker, gait trainer, wheel chair). Special food prep or feeding. Health-related interventions 15-45 min. daily. Frequent physical prompts and assistance for and assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, diapering, etc.	<input checked="" type="checkbox"/> Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors. Safety issues are present.	<input checked="" type="checkbox"/> Difficulty participating in a large group. Requires low student-staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs Discrete Trial, ABA, structured teaching, PECS, etc. Requires signing over 80 percent of time.	<input type="checkbox"/> Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.
<b>4</b>	<input type="checkbox"/> Specialized health-care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization). Takes medication that requires positioning or bracing multiple times daily. Health related intervention 45 min. daily. <u>Direct assistance with most personal care.</u> Requires two-person lift. <u>Direct 1:1 assistance 45 or more minutes daily.</u> <i>therapy?</i>	<input type="checkbox"/> Serious behavior problems with potential for injury to self and others, runs away, aggressive on a daily basis. Functional Analysis Assessment (Hughes Bill) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.	<input type="checkbox"/> Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group.	<input type="checkbox"/> Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80 percent of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.

*cannot use bathroom, wash hands, vocalize if in need of personal care.*

*not able to defend self. Children can pull g-tube. if sitting can fall. if lying*

*be walked on.*