

Riverside County Special Education Local Plan Area (SELPA)

Procedural Guidelines for Related Services Independence Assistance (RSIA)



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Procedural Guidelines for Related Services Independence Assistance

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Procedural Guidelines for Related Services Independence Assistance

I. Rationale for Policy and Guidelines

Designing and implementing special education service delivery models that meet the educational needs of students with a full range of disabilities is often a challenge for both principals and special education administrators. As more students with disabilities receive their education in general education classrooms, one strategy employed has been to hire and assign more paraprofessionals. A review of the research literature by Giangreco, Halvorsen, Doyle, and Broer (2004, p. 82-83) highlights the following concerns that have been found with this service delivery model:

- *The least qualified group of staff members, paraprofessionals, sometimes have primary or extensive responsibilities for teaching students with the most complex learning characteristics.*
- *Special education paraprofessionals remain untrained or under-trained for their roles, which at times are questionable (e.g., making curricular decisions, planning lessons, designing adaptations, serving as a liaison with families).*
- *Similarly, many teachers and special educators remain untrained or under-trained to direct and supervise paraprofessionals; some remain hesitant to undertake this role.*
- *Inappropriate utilization or excessive proximity of paraprofessionals has been linked to inadvertent detrimental factors (e.g., dependence, interference with peer interactions, insular relationships, stigmatization, provocation of behavior problems).*
- *Assignment of individual paraprofessionals has been linked to lower levels of teacher involvement with students who have disabilities, a key factor for successful inclusion in general education classrooms.*
- *Shifting responsibilities to paraprofessionals may temporarily relieve certain types of pressures on general and special educators that delay attention to needed changes in schools such as: (a) improving classroom teacher ownership of students with disabilities; (b) addressing special educator working conditions (e.g., caseload, paperwork); or (c) building capacity within general education to design curriculum and instruction for mixed-ability groups that include students with disabilities.*

Giangreco et al. (2004) contend that students with disabilities are best served when schools (a) provide appropriate supports for their existing paraprofessionals (e.g., respect, role clarification, orientation, training, supervision); (b) establish logical and equitable decision-making practices for the assignment and utilization of paraprofessionals; and (c) select individually appropriate alternatives designed to increase student access to instruction from qualified teachers and special educators, facilitate development of peer interactions, and promote self-determination in inclusive classrooms.

Giangreco, Edelman, Luiselli, and MacFarland (1997) found that

- a) The absence of a decision making process or lack of clarity regarding an existing process increases the potential for conflicts among the various stakeholders who are responsible for educating the same student and
- b) This problem is exacerbated in the absence of a shared understanding about the principles and values upon which any decision making process is based.

These Policy and Guidelines for Related Services Independence Assistance are designed to clarify decision making processes and create a shared understanding of guiding principles. Two of the key concepts are the need to promote personal independence and maintain the focus on the child, the environment, and the service options. The Guiding Principles noted herein provide the foundation for the decision making procedural processes.

Personal Independence

Personal independence of the student needs to be the primary focus of any decision made by the IEP team.

First and foremost, the goal for any special needs student is to encourage, promote, and maximize independence. Although paraprofessional supports are typically offered with good intentions, recent studies cited by Giangreco, Yuan, McKenzie, Cameron, and Fialka (2005, p. 30) have linked excessive or unnecessary paraprofessional proximity with the following inadvertent detrimental effects.

Category of Effect	Description
<i>Separation from Classmates</i>	<i>Student with a disability and paraprofessional are seated together in the back or side of the room, physically separated from the class.</i>
<i>Unnecessary Dependence</i>	<i>Student with a disability is hesitant to participate without paraprofessional direction, prompting, or cueing.</i>
<i>Interference with Peer Interactions</i>	<i>Paraprofessional can create physical or symbolic barriers that interfere with interactions between a student with disabilities and classmates.</i>
<i>Insular Relationships</i>	<i>Student with a disability and paraprofessional do most everything together, to the exclusion of others (i.e., teachers and peers).</i>
<i>Feeling Stigmatized</i>	<i>Student with a disability expresses embarrassment/discomfort about having a paraprofessional; makes him or her stand out in negative ways.</i>
<i>Limited Access to Competent Instruction</i>	<i>Paraprofessionals are not necessarily skilled in providing competent instruction; some do the work for the students they support.</i>
<i>Interference with Teacher Engagement</i>	<i>Teachers tend to be less involved when a student with a disability has a paraprofessional because individual attention is already available.</i>
<i>Loss of Personal Control</i>	<i>Paraprofessionals do so much for the students with disabilities that they do not exercise choices that are typical for other students.</i>
<i>Loss of Gender Identity</i>	<i>Student with a disability is treated as the gender of the paraprofessional (e.g., male student taken into the female bathroom).</i>
<i>May Provoke Problem Behaviors</i>	<i>Some students with disabilities express their dislike of paraprofessional support by displaying inappropriate behaviors.</i>

In a recent due process case, *A.C. v. Board of Education of the Chappaqua Central School District* (47 IDELR 294, S.D.N.Y. 2007), the hearing officer stated, “Among other reasons, school district’s proposed IEP was inappropriate because it provided for the continued services of a one-to-one aide without attempting to increase the student’s independence and ability to function without help.” As the hearing officer noted, “The constant presence of a 1:1 aide may be viewed as a crutch or palliative measure, especially where, as here, lack of independence is one of the student’s most significant deficits. The 1:1 aide may have been very inhibiting in the proposed middle school placement, where he or she would have followed M from class to class.” The officer concluded that the school district’s failure to address the need to increase the student’s independence conformed to the pattern of “learned helplessness” that was being fostered by the district’s IEP and determined that “funding for private school is warranted.”

Both the research and case study cited indicate that, if not carefully monitored, related service independence assistance can easily and unintentionally foster dependence and lead to the development of an IEP that is not deemed to be an offer of free appropriate public education (FAPE) in the least restrictive environment (LRE). A student’s total educational program must be carefully evaluated to determine where support is indicated. Natural supports and existing staff support should be used whenever possible to promote the least restrictive environment.

Focus on the Child, the Environment, and Service Options

Identification of a student’s needs for special education and related services is based upon an individualized evaluation to determine the student’s strengths and weaknesses. Subsequent to the initial evaluation, the IEP team determines eligibility based upon one or more disability categories described within the Title 5 Code of Regulations criteria, goals (and objectives when appropriate) designed to improve targeted areas of need identified within the student’s present levels of performance, special factors (i.e., assistive technology, low incidence needs, behavior supports, testing accommodations), supplementary aids and services to be provided to the student or on behalf of the student, and special education services needed. All of these steps need to be completed prior to and/or as a part of the determination of need for related service independence assistance (RSIA) support.

While it is important to focus on the child, Giangreco, Broer, and Edelman (1999) identify that if the decision making process relies too heavily on student characteristics, teams “tend to put a disproportionate emphasis on identifying ‘what’s wrong with the student’ without adequately considering whether characteristics of the school, classroom,

personnel, or organization contribute to the perceived need for paraprofessional support” (p. 284). They contend that when decision making processes are driven by identification of perceived student deficits or categorical labels, school personnel may be inadvertently discouraged from considering alternative support solutions. “Assigning paraprofessionals, when the root of the problem rests in curricular, instructional, personnel, service provision, training, or organizational factors, may mask serious concerns or delay attention to them” (p. 284). Therefore, the model delineated within these guidelines encourages consideration of not only the child but also the environment and other service options.

“Few students, even those with severe or multiple disabilities, require constant one-to-one adult attention” (Giangreco et al., 1999, p. 285). When making decisions about the need for paraprofessional supports, all team members should have sufficient knowledge about the student’s characteristics, educational program (e.g., IEP goals, extent of participation in the regular education curriculum), and the context for learning (e.g., placement, classroom environment, teaching formats used). Giangreco et al. (1999) promote the use of the following guidelines when (a) paraprofessional support is being considered as part of IEP development, (b) disagreement exists among team members about the need for paraprofessional support, or (c) the need for support services is being reevaluated. Although presented as distinct points, they are interrelated to one another.

1. *Rely on collaborative teamwork.*
2. *Build capacity in the school to support all students.*
3. *Consider paraprofessional supports individually and judiciously.*
4. *Clarify the reasons why paraprofessional supports are being considered.*
5. *Seek a match between identified support needs and the skills of the person to provide the supports.*
6. *Explore opportunities for natural supports.*
7. *Consider school and classroom characteristics.*
8. *Consider special educator and related services caseloads.*
9. *Explore administrative and organizational changes.*
10. *Consider if paraprofessional support is a temporary measure.*

When considering who should provide the supports needed by the student, it is important to avoid the temptation to go directly to paraprofessional or specialized service providers and to consider “natural supports” available within the school or classroom setting as an alternative. Human supports that would likely be present even if the student with a disability was not in the school or classroom include the teacher, classmates, other peers, office staff, school nurse or health aide, librarian, school counselor, and/or a campus administrator. The administrator’s awareness of the varying requirements for supports at different times of the day may allow scheduling to be adjusted or personnel to be deployed more efficiently. Research cited by Giangreco et al. (1999) indicates that the caseload size for special educators and related services personnel can be a major consideration in determining the need for paraprofessional supports. Exploring different natural supports strengthens collaboration between general and special education and builds staff member’s capacity to serve students with varying needs in a variety of settings. Consideration of natural supports can occur as part of initial planning and/or explored when attempts are made to fade reliance on paraprofessional supports.

The continuum of services must be considered before making a final decision as to adding individual assistance. The Individuals with Disabilities Education Improvement Act (IDEIA '04) and California laws and regulations describe a continuum of alternative placements such as instruction in general classes, special classes, special schools, home instruction, and instruction in hospitals and institutions (CFR 300.551 (b) (1)). Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are **not** disabled, and that children are removed from the general education environment **only** when the nature and severity of the disability is such that education in the general classroom cannot be satisfactorily achieved with the use of related services. Related Services (CFR 300.34) are defined as transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.

In situations involving a new referral to a regionalized service provider operated program (i.e., county office) or non-public school (NPS), the district may agree to provide RSIA for up to three months until an evaluation can be completed to determine need for support in the new classroom environment. For a student currently in a regional or NPS operated program, if the need for RSIA becomes evident, the contracted agency providing the service should contact the student’s

district of residence to initiate a referral for a RSIA evaluation. The district will evaluate the student and present findings and recommendations to the IEP team. Whether in public school or a NPS, if the student already has RSIA, it is recommended that the district conduct an evaluation to determine the continued need for RSIA every three to six months or prior to the next annual IEP meeting. When a student new to the district enrolls with an existing IEP that indicates individual assistance is needed, a temporary substitute RSIA should be assigned until the evaluation process is completed.

As the IEP team goes through this decision making process, three outcomes are possible. First, the existing IEP may remain unchanged with the discussion documented on IEP Comments/Continuation Page. Secondly, the IEP may be modified by writing or revising goals, developing or revising a positive behavior support plan, developing or revising an Individual Health Care Plan, and/or addressing accommodations, modifications, supplementary aids and services to be provided to the child or on behalf of the child, and/or the provision of services. Thirdly, if sufficient information is available, the team may move forward with developing a plan for the use of RSIA.

II. Guiding Principles

1. Personal independence of the student needs to be the primary focus of any decision made by the individualized education program (IEP) team.
2. Each child may require a different level of support and a plan must be developed and monitored in accordance with the individual's unique needs within a particular setting. The continuum of services must be considered before making a final decision as to adding related services independence assistance (RSIA) support. A focus on the child and his/her environment is the primary consideration in determining the need for RSIA support. Team members need to share ideas, expertise and resources in planning as well in carrying out the needed support/assistance for each student's identified needs.
3. Existing supports should be used to the maximum extent possible. In the case of health and safety emergencies, immediate additional support may need to be provided during the assessment period. The child's case carrier needs to contact the site administrator and/or special education administrator to discuss this immediate concern. All other determinations for need of support shall follow the RSIA process and be completed by a team.
4. Evaluation processes shall be used to determine need for individual assistance, progress toward targeted goals, and continuing need for RSIA support. While completing the evaluation process, the assessment team may consist of the classroom teacher, parent, case carrier, related service personnel, psychologist, nurse, site administrator, special education administrator or designee, and/or other district personnel. By collaborating with other team members, the lead assessor determines areas to be assessed and persons responsible. The lead assessor analyzes the collected data and writes a report.
5. Data-driven decision making identifies the need for related services based on appropriate RSIA evaluation, procedures and documentation. The IEP team will follow the RSIA evaluation process indicated to make an informed decision on the need for RSIA support and what that support may look like for the student. The decision will be based on current data collected by following the procedural checklist, with consideration given to any additional input from the entire IEP team.
6. Determination of RSIA support is based on the student's needs within the educational setting. It is important for the plan to specify the conditions and circumstances under which related service assistance appears appropriate for a student. Regardless of the circumstances, it is imperative for every plan to address:
 - The skills that need to be taught in order for special circumstance assistance to be faded.
 - A regularly scheduled review of student program which will lead to the fading of RSIA support.
 - Clarification of the role of paraprofessionals, teachers and any other adults interfacing with the child in the educational setting.
 - Goals and objectives that address the skill(s) that needs to be taught in order for the assistance to be faded. If the decision is to provide RSIA support, specific goals and objectives, monitoring strategies, fading strategies, and review dates need to be written into the IEP.

7. The educational plan developed describes the individualized needs of the student, the rationale for RSIA support and how/when the RSIA will be utilized for the student to progress towards his/her goal(s). The IEP must include a statement of the anticipated frequency and duration for the services and modifications. When the additional support is required due to...
- ...behavioral concerns, behavioral goals should be expanded into a more specific Positive Behavior Support Plan (PBSP) should be developed.
 - ...instructional needs, the IEP team needs to explicitly describe the services the independence assistant will be providing in order for the student to progress toward their goals.
 - ...medical need, a specialized health care plan will need to be developed.

The IEP team is responsible for determining the need for specialized transportation. Any additional personnel needed to support special education students receiving specialized transportation shall be documented and, if recommended by the IEP team, reviewed to determine if the increase in support personnel can be modified, based on appropriate alternatives available.

If the IEP team recommends RSIA support, the following statements must be included in the IEP document.

- a. The related service is necessary for the child to benefit from his/her special education program;
 - b. The program modifications or supports for school personnel are necessary to assist the child, and
 - c. The related service will assist the child to:
 - Advance appropriately toward the annual goals;
 - Be involved in and progress in the general curriculum;
 - Participate in extracurricular and other nonacademic activities; and,
 - Be educated and participate with other disabled and non-disabled children.
8. RSIA support must be based on IEP team determination and implemented as the IEP specifies. The Case Carrier will oversee the implementation of the IEP goals and services pertaining to the RSIA assigned to the student. The frequency and duration of the RSIA will be monitored by the team as specified in the IEP.
9. For monitoring and accountability, the IEP team will periodically review the effectiveness of the RSIA. A systematic, written plan needs to address what interventions will be implemented and how RSIA support will be monitored and/or appropriately faded. The schedule for review of the student's program, which may lead to the fading of the RSIA support, is vital for monitoring the progress or lack of progress of the student. It is recommended that the team meet every 3 to 6 months to review the RSIA support, except for the cases of extreme medical needs where continued need is not in doubt. Each case should be reviewed no later than the annual review date. The team should revisit the need and again employ data based decision making strategies.

Transition planning for students receiving RSIA support shall occur prior to and/or after each change in the student's educational environment to review the need for RSIA support and promote personal independence. The IEP team shall consider the frequency (how often the child will receive the RSIA support), intensity (degree of prompting), and duration (3 weeks, 6 weeks, 6 months,) needed until re-evaluation. Documentation must be provided to assess/re-assess the need for continued RSIA support. Staff members shall complete the RSIA Procedural Checklist and all other required forms in making the determination for RSIA support.

10. Professional development will be provided to RSIA personnel, teachers and other support staff based on the needs of the child and will be documented in the IEP.
11. Parent involvement in the evaluation and IEP process to determine the need for RSIA support shall be encouraged and supported. A collaborative multidisciplinary team approach is utilized throughout the evaluation and IEP processes.
12. District office administrative procedures shall be followed in order to ensure timely implementation of RSIA support.

III. Flow Chart of Process

Request for Related Service Independence Assistance (RSIA)

Written Request by Parent

- Provide parent with brochure/information

Request by Teacher

- Go straight to preparation

Case Carrier Preparation for the IEP Complete Step 1

- Review RSIA Policy and Guidelines
- Consult/collaborate with team members
- Notify the district office
- Begin RSIA Process Checklist – Step 1 Form 30A
- Schedule IEP meeting

IEP Team Decision Complete Step 2 Forms 30B-E

- Review Existing Data by Completing Form 30B - Records Review/Referral Form
- Complete RSIA Forms:
 - 30C - IEP Goals and Objectives Charting
 - 30D - Task Analysis/Behavioral Data
 - 30E - Review of PBSP
- Based on information gathered:
 - IEP Remains Unchanged
 - Modify IEP
 - Write and/or revise goals
 - Develop or revise Positive Behavior Support Plan
 - Develop or revise Individual Health Care Plan
 - Address accommodations, modifications, supplementary aids, and services
 - Initiate Assessment (go to Evaluation Process)

No Further Assessment Needed

- Implement and monitor IEP/Progress
- IEP Team to reconvene at a later date

Evaluation Process Complete Steps 3-5 Forms 30F-L

- Discuss team roles
- Obtain consent for assessment
- Complete required forms
- Collect data
- Write report

IEP Team Responsibility Complete Steps 6-8 Form 30M

- Reconvene in a timely manner to share findings and recommendations stemming from evaluation
- Develop, implement, monitor, revise IEP
- Plan for student's transition to independence via 3 or 6 month review

IV. Procedures for Requesting Related Services Independence Assistance (RSIA)

Related Services Independence Assistance (RSIA) is provided for a student with a disability when additional support is necessary for the student to meet his or her goals and objectives. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in “the least restrictive environment” (LRE). When the IEP team is considering RSIA, all aspects of the student’s program must be considered.

Step 1: Procedural Checklist for Requesting RSIA

When considering the potential need for RSIA, team members review and then complete each step of the **Procedural Checklist for Requesting RSIA (Step 1, Form 30A)**.

Step 2: Records Review/Referral for RSIA

A request for RSIA is made only after other site interventions have proven unsuccessful. A student’s educational program must be carefully evaluated to determine when and where the additional support is required. If the principal and special education team at the site believe extra support may be necessary to meet a student’s goals and objectives, they must conduct an evaluation of the student’s needs **prior to** an IEP meeting to determine the need for this level of support.

The **Referral for Special Circumstances Independence Assistance (Step 2, Form 30B)** needs to be completed.

It is also important that at least one team member has documentation of the frequency, duration, and location of the student’s behavioral performance over a period of time. For example, the team may review the levels of assistance needed (e.g., independent, gesture/non-verbal cue, verbal cue, model, physical prompt) documented on the **IEP Goals and Objectives Charting (Step 2, Form 30C)** and/or record behavioral data on the **Task Analysis Behavioral Data (Step 2, Form 30D)**. If such information is not readily available, the team may initiate data collection as the next step. **Review of Positive Behavior Support Plan (PBSP) (Step 2, Form 30E)** is also completed at this time when a behavior plan exists. Review other documents as appropriate, such as academic progress, student’s schedule, psycho-educational report, discipline referral information, and health records.

If RSIA is requested during an IEP meeting without a previous referral, the procedure for requesting RSIA must be initiated at that time. The IEP meeting should be completed and the referral for RSIA should be indicated on the **IEP Team Meeting Notes**. However, prior to moving forward with the formal evaluation processes, it is important that the IEP team consider other relevant information about the student’s environment. It is important to consider the characteristics of the school, school grounds, and classroom. This might include a discussion of daily schedule of the classroom, the classroom’s physical structure, the instructional options available within the environment (e.g., large group, small group, one-on-one), and the instructional approaches used by the teacher (e.g., lecture, small cooperative learning groups, learning centers, seat-work, activity based instruction, etc.).

Submit the following forms and additional supplemental documentation to the Special Education Director or designee (e.g., assistant director, coordinator, program specialist):

- ✓ **Procedural Checklist for RSIA (Step 1, Form 30A)**
- ✓ **Records Review/Referral for Special Circumstances Independence Assistance (Step 2, Form 30B)**,
- ✓ **IEP Goals and Objectives Charting (Step 2, Form 30C)**
- ✓ **Task Analysis Behavioral Data (Step 2, Form 30D)**
- ✓ **Review of Positive Behavior Support Plan (PBSP) (Step 2, Form 30E)**

Step 3: Obtain Consent for Evaluation

A student’s total educational program must be carefully evaluated to determine where additional support is required. Based on all the data collected in Step 1, the Special Education Director or Designee consults with the Case Carrier

regarding projected area(s) of need. The Case Carrier then completes and sends the parent/guardian a **Prior Written Notice** and proposed **Assessment Plan**. The Case Carrier is responsible for obtaining parent permission to assess and notifying other team members of receipt of signed consent.

Step 4: Evaluation

Team members need to consult together to determine who is responsible for the various aspects of the evaluation process. Best practice would be for the interviews to be completed at the beginning of the evaluation. Use the **Student Needs for Additional Support Rubric (Step 4, Form 30F)** to assist in quantifying the severity of student need. Based on the scale of 0-4, the team selects the best descriptors of the student's performance in the areas of health/personal care, behavior, instruction, and inclusion/mainstreaming. Rating results of 3 or 4 in two or more areas indicates further evaluation may be warranted.

The designated team member completes the **Parent Interview Regarding RSIA (Step 4, Form 30G)** and the **Teacher Interview Regarding RSIA (Step 4, Form 30H)** to identify specific areas of concern. A designated team member may also complete the **Student Interview Regarding RSIA (Step 4, Form 30I)**.

The classroom teacher must complete the **Peer Comparison Rating Scale for RSIA Consideration (Step 4, Form 30J)**. Typically personnel from outside the classroom (e.g., program specialist, school psychologist, and/or school nurse) are assigned responsibility for completing the **Observational Evaluation for RSIA (Step 4, Form 30K)**. These observers are reviewing strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives. Members conduct any other necessary assessments per the recommendations of the IEP team. All aspects of the student's program are considered with the intent of maximizing student independence.

Step 5: Evaluation Report

The **RSIA Evaluation Report (Step 5, Form 30L)** will address the following areas:

- ✓ Reason for Referral
- ✓ Background Information and Educational Setting (data from Step 2)
- ✓ Evaluation Procedures
- ✓ Summary of Interviews, Rubric, and Observations (data from Step 4)
- ✓ Summary of Any Additional Assessments
- ✓ Recommendations, including a specific plan for how RSIA support will be utilized and monitored

Step 6: Hold IEP Team Meeting

The IEP team will review the results of the evaluation and recommendations at an IEP meeting. As the IEP team begins the decision making process to determine need for RSIA support, it is important to review existing data related to present levels, progress toward goals, the concerns and/or needs of the service providers and parent, and observations. The team reviews the IEP including accommodations, modifications, positive behavior support plan and/or health plan to determine if the goals and services continue to be appropriate and if they are fully implemented. The IEP team needs to consider and discuss the negative/harmful effects of one to one assistance in developing social interaction and independence as noted under rationale section. By law, services to students with special needs must be delivered in "the least restrictive environment."

If the IEP team determines a need for RSIA, it is written on the IEP with specific goals and objectives, monitoring strategies, fading strategies, and review dates. Regardless of the circumstances that may indicate the need for support, it is imperative for every IEP to address the skills that will be taught in order for RSIA to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support will be utilized and monitored. An IEP meeting should be convened if necessary to modify RSIA.

Step 7: Immediate IEP Follow-Up

When the IEP team has determined that RSIA is required, the Case Carrier will submit all required paperwork to Special Education Director, who will in turn work with Human Resources to request required staff. District Office Administrative Procedures shall be followed in order to ensure timely implementation of RSIA support.

1. Guiding Principles

- a. The RSIA hours of employment shall be based on the schedule of the student to whom the assistance is assigned and the requirements of the student's IEP.
- b. The employer of the RSIA shall be responsible for any legal compliance, due process, liability, supervision, and other employee related requirements (e.g. vaccines, fingerprinting, evaluation, etc.).
- c. If the student is enrolled in a contracted program (e.g., county, nonpublic school), training of the RSIA will be a shared responsibility of the district and contract agency based on the student's needs.

2. Fiscal Responsibility

The fiscal responsibility for RSIA support personnel is with the student's district of residence. There are three methods to fulfill this fiscal responsibility.

- ◆ District provides the assistant.
- ◆ District contracts with RCOE to provide the assistant and RCOE invoices the district twice a year.
- ◆ District contracts with NPS to provide the assistant and the NPS invoices the district on a monthly basis.

3. RCOE Provided RSIA Independence Assistance

- a. When RCOE employs the RSIA independence assistance for a specific student, districts are invoiced twice per year.
- b. Final decision regarding the type of employee will rest with RCOE. RCOE will be as flexible as possible when providing RSIA assistants within the framework of Education Code and Fair Labor practices. Consideration will be given to options such as temporary assistance, two three-hour assistants, use of an outside vendor/agency, and finally a permanent position.
- c. The following RCOE Personnel Criteria will be used to determine whether the RSIA assistance should be a temporary or permanent position (§EC 44920, §EC 45103, §EC 44919, § EC 44920).
 - ◆ "Substitute employee": Replacing a classified employee who is absent: maximum 195 working days, including holidays, sick leave, vacation, and other leaves of absence.
 - ◆ "Substitute employee": Filling a vacancy while recruiting; not to exceed 60 calendar days.
 - ◆ "Short-term employee": Employed to provide a service, upon the completion of which, the service will not be extended or needed on a continuing basis. Check LEA policy for specific time limitations.
 - ◆ Professional expert employed on a temporary basis for a specific project.

Case Carrier will work with Special Education department personnel to determine what type of training will be provided to the RSIA and by whom. NOTE: It is critical that all staff working with the identified child receives appropriate training in curriculum modifications, behavior modifications, using and fading prompts, data collection and reporting.

Step 8: Three to Six Month Follow-Up

The goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data is required to assess the effectiveness of this additional support and to monitor the duration of services. The **Observational Review to Determine Continued Need for RSIA (Step 8, Form 30M)** is used when direct observation of the student occurs. The IEP team is to identify the next scheduled observation date, often within three to six months and no later than the next annual IEP review, to continually monitor the effectiveness of RSIA provided to student.



RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) RELATED SERVICES INDEPENDENCE ASSISTANCE

The use and distribution of this form is limited to employees of public school agencies within the Riverside County Special Education Local Plan Area (SELPA)

Procedural Checklist Page 1 of 2

Student: _____	ID#: _____	Date: _____
Gen Ed Teacher: _____	Age: _____	Disability: _____
Sp Ed Teacher: _____	DOB: _____	Services: _____
School: _____	Grade: _____	
Case Carrier: _____	Contact Phone#: _____	

School Site Staff Responsibilities

Step 1 Review and Complete Procedural Checklist for RSIA (Step 1, Form 30A)

_____ date/initials

Step 2 Complete IEP Team Determination Process

Complete Records Review / Referral for RSIA (Step 2, Form 30B)

_____ date/initials

Review IEP Goals and Objectives Charting (Step 2, Form 30C)

_____ date/initials

Gather Task Analysis Behavioral Data (Step 2, Form 30D)

_____ date/initials

Complete Review of PBSP (Step 2, Form 30E)

_____ date/initials

Gather Information from Other Records, as appropriate

_____ date/initials

Academic Progress/Assessments _____ (initials)

_____ date/initials

Student's Schedule _____ (initials)

Psycho-Educational Report(s) _____ (initials)

Discipline Referral Information _____ (initials)

Health Records _____ (initials)

Send packet to Special Education Director/Designee

_____ date/initials

Responsibilities of Case Carrier, in consultation with Special Education Director/Designee

Step 3 Obtain Consent for Evaluation

Complete and send proposed Assessment Plan and Prior Written Notice

_____ date/initials

Obtain parent consent to evaluate

_____ date/initials

Team Consultation to Determine who is Responsible for the Following:

Step 4 Evaluation

Complete RSIA Rubric (Step 4, Form 30F)

_____ date/initials

Complete Parent Interview (Step 4, Form 30G)

_____ date/initials

Complete Teacher Interview (Step 4, Form 30H)

_____ date/initials

Complete Student Interview, as appropriate (Step 4, Form 30I)

_____ date/initials

Complete Peer Comparison Rating Scale for RSIA Consideration (Step 4, Form 30J)

_____ date/initials

Complete Observational Evaluation for RSIA (Step 4, Form 30K)

_____ date/initials

Complete any additional assessments

_____ date/initials

Step 1, Form 30A



RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) RELATED SERVICES INDEPENDENCE ASSISTANCE

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Procedural Checklist Page 2 of 2

Student: _____ ID#: _____ Date: _____

Step 5 Write RSIA Evaluation Report

- Develop **RSIA Evaluation Report (Step 5, Form 30L)**

date/initials

Step 6 Hold IEP Meeting

- RSIA NOT Recommended – Process Ends
(If parent(s) are not in agreement, send **Prior Written Notice**)

date/initials

- RSIA Recommended:

- Identify IEP Goals to be supported by RSIA
 Include duration, frequency, and location of RSIA on

IEP Special Factors, Comment/Continuation and Prior Written Notice pages

Step 7 Immediate IEP Meeting Follow-Up

- Case Carrier submits all required paperwork to Special Education Director
- Special Education Director works with Human Resources to request/assign staff to provide RSIA support (*LEA Personnel Form*)
- Designate personnel to train RSIA on implementation of IEP, as necessary

date/initials

date/initials

date/initials

Step 8 Three to Six Month IEP Meeting Follow-Up

- Observational Review to Determine Continued Need for RSIA [Fading Plan] (Step 8, Form 30M)** to be completed by personnel and date indicated in the IEP (i.e., school psychologist and case carrier will complete observational review documents within 6 months)

date/initials

- Reconvene IEP Team to discuss results of review and recommendations

date/initials

Complete and attach all required forms to the original – submit to Special Education Director / Designee Maintain a copy of all documents at the school site in the Special Education Pupil Record



RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) Page ____ of ____
RELATED SERVICES INDEPENDENCE ASSISTANCE

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Records Review /Referral

Student: _____	ID#: _____	Date: _____
Gen Ed Teacher: _____	Age: _____	Disability: _____
Sp Ed Teacher: _____	DOB: _____	Services: _____
School: _____	Grade: _____	
Case Carrier: _____	Contact Phone#: _____	

Reason for referral: _____
Previous interventions and results (including frequency, duration, and location): _____
Other unique needs: _____
How is existing staff in your classroom or site utilized? _____
Describe student's daily schedule: _____
Summarize relevant records (e.g., Psycho-Educational report(s), Discipline referral information, Health records): _____

This referral is made at the request of the: Gen Ed Teacher Sp Ed Teacher Parent/Guardian
 Other: _____

 Person Completing Referral
Step 2, Form 30B

 Date



RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) Page ____ of ____
RELATED SERVICES INDEPENDENCE ASSISTANCE

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IEP Goals and Objectives Charting

Student: _____ ID#: _____ Date: _____
 Gen Ed Teacher: _____ Age: _____ Disability: _____
 Sp Ed Teacher: _____ DOB: _____ Services: _____
 School: _____ Grade: _____
 Case Carrier: _____ Contact Phone#: _____

Levels of Assistance Needed	
5 = Independent	4 = Gesture/Non Verbal Cue
3 = Verbal Cue	2 = Model
1 = Physical Prompt	0 = Not Applicable

GOALS/OBJECTIVES:	Dates:												
	Rater's Initials:												

Comments: _____



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Review of Positive Behavior Support Plan (PBSP)

Form must be completed when RSIA is requested due to behavioral issues. Attach copy of the student's PBSP.

Student: _____ ID#: _____ Date: _____
Gen Ed Teacher: _____ Age: _____ Disability: _____
Sp Ed Teacher: _____ DOB: _____ Services: _____
School: _____ Grade: _____
Case Carrier: _____ Contact Phone#: _____

What are the target behaviors in the PBSP? _____

- Yes No The request for RSIA is related to the identified target behaviors in the PBSP.
- Yes No All interventions are developmentally appropriate for student.
- Yes No PBSP is written with enough clarity and detail for any new staff to understand and implement.
- Yes No All implementers have a copy of the plan.
- Yes No The PBSP is being fully implemented.
- Yes No All implementers understand and/or have training in the strategies contained in the plan.
- Yes No Behavior Case Manager support for the plan is adequate.
- Yes No Student is making progress on the target behaviors. Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavior, frequency and quality of social interactions).

Comments: _____

Action(s):

- PBSP is appropriate, and no modifications are needed.
- Revise PBSP.
- Develop PBSP.
- Train support staff. Describe:
- Other: _____

Comments: _____



RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) Page ____ of ____

RELATED SERVICES INDEPENDENCE ASSISTANCE

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Rubric

Student: _____ School: _____ Age: _____ Disability: _____ Date: _____
 Gen Ed Teacher: _____ Case Carrier: _____ DOB: _____ Services: _____
 Sp Ed Teacher: _____ ID#: _____ Grade: _____ Contact: _____

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

	Health/Personal Care/Rating	Behavior/Rating	Instruction/Rating	Inclusion/Mainstreaming/Rating
0 NO CONCERN	<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.
1 MILD	<input 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 time. 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.
2 MODERATE	<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 Positive Behavior Support Plan (PBSP) 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% 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.
3 SIGNIFICANT	<input type="checkbox"/> Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (e.g., stander, walker, gait trainer, wheelchair). Special food prep or feeding. Health related interventions 15-45 min. daily. Frequent physical prompts and assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, diapering, etc.	<input type="checkbox"/> Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a positive behavioral intervention plan and behavior goals and objectives on the IEP. Requires close visual supervision to implement plan. Medication for ADD/ADHD or other behaviors. Safety issues are present.	<input 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% 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.
4 SEVERE	<input type="checkbox"/> Specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization). Takes medication requires positioning or bracing multiple times daily. Health related intervention 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.	<input type="checkbox"/> Serious behavior problems with potential for injury to self and others, runs-away, aggressive on a daily basis. Functional Behavioral Assessment (FBA) has been completed and the student has a well-developed PBSP, 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% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.

Step 4, Form 30F



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RELATED SERVICES INDEPENDENCE ASSISTANCE

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Parent Interview

Student: _____ ID#: _____ Date: _____
Gen Ed Teacher: _____ Age: _____ Disability: _____
Sp Ed Teacher: _____ DOB: _____ Services: _____
School: _____ Grade: _____
Case Carrier: _____ Contact Phone#: _____

1. What special education services and/or other assistance does your child currently receive? _____

2. When is your child successful during his/her school day? What is working? _____

3. What areas of difficulty does your child have and during which activities do these occur? _____

4. What other school programs or support from other students does your child benefit from? _____

5. What skills would you like your child to develop to be more independent? _____

6. Is there anything else you'd like us to consider? _____

Interviewee: _____ Date: _____

Interviewer: _____ Date: _____



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Teacher Interview Regarding RSIA

Student: _____	ID#: _____	Date: _____
Gen Ed Teacher: _____	Age: _____	Disability: _____
Sp Ed Teacher: _____	DOB: _____	Services: _____
School: _____	Grade: _____	
Case Carrier: _____	Contact Phone#: _____	

1. **When is the student successful during his/her school day? What is working? _____**

2. **What areas of difficulty does the student have and during which activities do these occur? _____**

3. **What assistance does the student currently receive? _____**

4. **What other school programs or support from other students does the student benefit from? _____**

5. **What skills would you like the student to develop to be more independent? _____**

6. **Is there anything else you'd like us to consider? _____**

Interviewee: _____ **Date:** _____

Interviewer: _____ **Date:** _____



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Student Interview

Student: _____ ID#: _____ Date: _____
Gen Ed Teacher: _____ Age: _____ Disability: _____
Sp Ed Teacher: _____ DOB: _____ Services: _____
School: _____ Grade: _____
Case Carrier: _____ Contact Phone#: _____

1. What do you like about school? When are you successful? _____

2. When do you have problems during your school day? _____

3. How do school staff members help you during the day? _____

4. Who else helps you in school? _____

5. What programs do you participate in that help you? _____

6. What are some things you would like to learn to help you to be more independent? _____

7. Is there anything else you'd like us to know about you? _____

Interviewee: _____ Date: _____

Interviewer: _____ Date: _____



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Peer Comparison Rating Scale for Consideration

Student: _____ ID#: _____ Date: _____
 Gen Ed Teacher: _____ Age: _____ Disability: _____
 Sp Ed Teacher: _____ DOB: _____ Services: _____
 School: _____ Grade: _____
 Case Carrier: _____ Contact Phone#: _____

Pertinent Comments (e.g. seating, noise level, class size, etc): _____

Key for Peer Comparison

1 = Less often than other children in class **2 = As often as other children in class**
3 = More often than other children in class **0 = Cannot say/not observed**

Rating	Behavior	Rating	Behavior
	Attempts assigned tasks		Works independently for appropriate time
	Completes tasks		Uses non-task time appropriately
	Is able to work with normal classroom distractions		Responds appropriately when approached by other children
	Attends during group activities		Follows directions
	Contributes/works well in group activities		Avoids interaction with other children
	Seeks attention from teacher		Has a difficult time during transitions
	Seems to "tune out" intermittently		Keeps getting out of seat
	Is unaware of own mistakes		Has trouble finishing a task
	Is easily distracted from work		Hands and/or feet in motion
	Tires easily during a task		Does not plan work
	Stares for long periods		Seems underactive or lethargic
	Is slow to take up a new task		Has trouble during unstructured time
	Other: _____		Other: _____

General Comments: _____

Completed by: _____

Date: _____



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Observational Evaluation to Determine the Need for Support

Page 2 of 3

Student: _____ ID#: _____ Date: _____

8. List equipment or devices used that may relate to the need for assistance (may be low incidence equipment or assistive technology device): _____

9. List age appropriate materials and activities: _____

10. Describe an activity with the student and attach a sample task analysis form used for an activity with the student (see appendix for samples): _____

D. Current data systems and collection of data

11. Is there current data on each objective (attach samples or use samples provided) that include:

- date level of independence (prompting needed)
 task

12. How often are data collected?

- daily biweekly
 weekly monthly

13. How are data summarized (attach sample)?

- graphed written narrative
 other: _____

E. Describe the student's behavior in independent activities

14. Describe the student's interaction with peers: _____

15. Describe the student's interaction with non-classroom staff in a less structured environment: _____

16. What activities does the student choose during breaks? _____

17. What problems are evident? _____



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Observational Evaluation to Determine the Need for Support Page 3 of 3

Student: _____ ID#: _____ Date: _____

F. On-going classroom team meetings

18. How often are team meetings held? (formal or informal meetings)

- daily
- weekly
- bi-weekly
- monthly

G. Classroom Environment (Physical Structure)

19. Diagram the arrangement of furniture and small group instruction areas and equipment that provides the physical structure of the classroom.

H. Describe the school day, assistance now provided, and the assistance needed.

Check what other types of assistance is needed:

- training for instructional staff
- consultation for the classroom
- in classroom coaching
- other: _____

Step 4, Form 30K



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RELATED SERVICES INDEPENDENCE ASSISTANCE

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Evaluation Report

Student: _____ ID#: _____ Date: _____
Gen Ed Teacher: _____ Age: _____ Disability: _____
Sp Ed Teacher: _____ DOB: _____ Services: _____
School: _____ Grade: _____
Case Carrier: _____ Contact Phone#: _____
Evaluation Report Prepared By: _____

I. Reason for Referral: _____

II. Background Information and Educational Setting (Include data collected in Step 2) _____

III. Summary of Interviews, Rubric, and Observations (Include data collected in Step 3) _____

IV. Evaluation Procedures (include information regarding administration of tests in primary language of student by qualified personnel; validity of the evaluation; validity of tests for the purpose for which they were used) _____

V. Summary of Any Additional Assessments (if applicable) _____

VI. Recommendations (include information regarding the need for specialized services, materials, and equipment; indicate if the student's needs can be met in the current classroom with the existing level of support; if RSIA recommended, include specific plan for daily schedule to support area(s) of need). _____

Respectfully Submitted,

Name

Step 5, Form 30L



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RELATED SERVICES INDEPENDENCE ASSISTANCE

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Observational Review to Determine Continued Need

Student: _____ ID#: _____ Date: _____
Gen Ed Teacher: _____ Age: _____ Disability: _____
Sp Ed Teacher: _____ DOB: _____ Services: _____
School: _____ Grade: _____
Case Carrier: _____ Contact Phone#: _____
Observation Setting: _____
Observer's Name/Position: _____

Name(s)/Position of RSIA provider(s): _____

Current status per teacher/support staff/student: _____

Description of current RSIA support provided (time, settings, specific tasks): _____

Observation of student behavior: _____

Comments: _____

Recommendations: _____

V. Professional Development

Professional Development will be provided to RSIA personnel, teachers and other support staff based on the needs of the child and will be documented in the IEP.

The paraprofessionals providing related services independence assistance to a student with severe health and/or behavior needs must receive the appropriate training. Professional development is essential to their effectiveness in meeting the student's IEP goals and encouraging independence. The teacher(s) of the student receiving the individual assistance also needs to have a clear understanding of the paraprofessional's role and responsibilities. Training sessions for both paraprofessional and teaching staff are critical elements to successful working relationships and to successful student learning outcomes. Therefore, a recommended training schedule would be at least three times a year and with at least one training session to include the teachers along with their respective RSIA paraprofessional(s). Site administrators should also receive information and/or training as to the expectations of these working relationships.

Target training areas should include:

- Roles and responsibilities of paraprofessional and teacher
- Confidentiality
- Health and first aid procedures
- Student independence
- Following reinforcement plans and schedules
- Interacting with students with various disabilities (e.g., autism, emotional disturbance, health impairment)
- Behavior regulating strategies

Other specialized training specific to the needs of the child should also be covered on a case by case basis.

VI. Supporting Parent Involvement

Parent Involvement in the evaluation and IEP process to determine the need for RSIA support shall be encouraged and supported.

The district may want to provide the parent with the enclosed Frequently Asked Questions sheet to help the parent through the process. The goal is to have collaborative decision making processes to ensure that the child has been offered a free appropriate public education (FAPE) in the least restrictive environment (LRE). One measure of this is that the services offered provide opportunities for the child to:

- Advance appropriately toward the annual goals;
- Be involved in and progress in the general curriculum;
- Participate in extracurricular and other nonacademic activities; and
- Be educated and participate with other disabled and non-disabled children.

**Parent Guide to Related Services Independence Assistance (RSIA)
Parent Involvement in Planning Independence Assistance Support
To Implement the Individualized Education Program (IEP)**

<p>What is the role of the parent in considering the need for additional independence support personnel?</p>	<p>Parents should be active participants in the decision making process when considering the need for additional individualized service for their student. This is always an IEP team decision. First and foremost, the goal for any special needs learner is to encourage, promote, and maximize student independence. If not carefully monitored, additional assistance can easily and unintentionally fosters dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. If the team determines that a student needs additional help, family members need to contribute to the decision making and planning about how those services will be delivered. The following questions are intended to assist parents and other IEP team members in discussing this issue.</p>
<p>What accommodations or modifications are needed and who will deliver those accommodations?</p>	<p>The IEP team needs to specifically describe the modifications or accommodations the student needs in order to meet the goals and objectives on the IEP. Once those are designed, some decisions must be made about who will work with the student to implement those modifications and accommodations.</p> <p>In most situations, the teacher or existing instructional assistants will be able to implement those changes to the student's program. In other situations, additional support may be necessary. As team members plan for meeting the needs of individual students and the overall needs of the classroom program, they should consider all possible options for using available resources. The use of additional support staff may or may not be the most appropriate option for meeting student needs. Possible alternatives to providing related services instructional assistance include:</p> <ul style="list-style-type: none"> • Using peer tutoring or cooperative learning practices • Reassigning existing staff to help the student • Increasing training to existing staff in making accommodations • Assigning an individual instructional assistant for initial transition into a new setting for a specific time period • Utilizing volunteers • Using assistive technology to encourage more independent functioning • Team teaching with the instructional assistant alternating between two classrooms • Reviewing and/or revising the behavior management plan <p>The IEP team may determine that additional instructional assistance is needed. It is not the role of the team members to assign an individual person to perform the identified services.</p>
<p>If related services independence assistance is determined to be appropriate, what questions need to be asked?</p>	<p>What support will be provided via the related services independence assistance?</p> <p>The IEP should include a specific description of the supports the RSIA will be expected to provide.</p>

	<p>Where will the services be provided? The IEP should describe the educational setting in which the student will be provided with instructional assistance. For instance, whether RSIA support will be provided to the student in the general education setting or the special education setting should be discussed and documented in the IEP.</p> <p>How much time will RSIA support be provided for my child? The IEP team should specify the approximate schedule for when RSIA support will be provided – including the time and the supportive activities.</p> <p>How long will the related services independence assistance be needed? RSIA support may be discontinued when specific skills are accomplished, when levels of independence have been achieved, or when specific conditions are met. Usually a three to six month review is recommended. If not carefully monitored, individual assistance can unintentionally foster dependence.</p> <p>Who will provide the services? The IEP team should list the position of the person responsible. The name of the staff member should not be listed. Questions about substitutes or coverage in the event that the staff member is absent may need to be addressed for some students.</p> <p>How will we know when our child will be able to be successful without these additional services? The IEP team should list the level of independence or skill acquisition that will indicate the need to revise the level of support and the type of modification and services needed. Discussion at the IEP meeting might address these questions: What skills need to be accomplished before the student is able to be successful without the support of instructional assistance? How will we know when the student has attained mastery of these skills?</p>
<p>Questions the family may direct to the principal or coordinator of the program:</p>	<ul style="list-style-type: none"> • Who has the responsibility for observing and evaluating whether the assistance provided is effective for my child? • To whom do we take concerns about the RSIA support? • What skills does the RSIA need in order to work effectively with my child on IEP objectives? • How will the person be trained prior to starting services? • Who is going to train the RSIA? • What ongoing staff development will be provided?
<p>Questions for the family to consider to ensure effective communication throughout the school year:</p>	<ul style="list-style-type: none"> • Who should I call to discuss routine issues such as day-to-day care or ordinary events that arise? • Who should I call about programming issues such as my child's progress, class scheduling, instructional needs, or social interaction with peers? • How will information about my child's experiences at school be shared with me?

Guía para Padres sobre los Servicios de Asistentes de Independencia
Participación de Padres en la Planeación de Apoyo de Asistentes de Independencia
para Implementar el Programa de Educación Individualizada (IEP)

<p>¿Cuál es la función de los padres al considerar la necesidad de personal adicional para apoyar la Independencia?</p>	<p>Los padres deben ser participantes activos al tomar la decisión sobre la necesidad de servicios individualizados adicionales para su alumno. Ésta es siempre una decisión del equipo IEP. Primero y ante todo, la meta con cualquier aprendizaje con necesidades especiales es fomentar, promover y aumentar su independencia. Si no se vigila con cuidado, la ayuda adicional puede, con facilidad y sin intención alguna, motivar la dependencia. El programa educativo íntegro debe evaluarse con cuidado para determinar donde se amerita el apoyo. Para ello se necesitará la contribución de la familia participará en la decisión y elaboración del plan de servicios. Las siguientes preguntas tienen como propósito ayudar a padres y miembros del equipo IEP al tratar esta cuestión.</p>
<p>¿Qué arreglos o modificaciones se necesitan y quién hará estos arreglos?</p>	<p>El equipo IEP detallará cambios o arreglos necesarios para que el alumno cumpla con las metas y objetivos del IEP. Una vez diseñados, se tomarán algunas decisiones sobre que persona trabajará con el alumno para aplicar las modificaciones y arreglos.</p> <p>En muchos casos, el maestro y los asistentes de enseñanza existentes aplicarán los cambios al programa del alumno. En otros casos, pudiera ser necesario un apoyo adicional.</p> <p>El equipo debe considerar otros recursos disponibles al planear cómo cumplir con las necesidades individuales y conjuntas de la clase. El uso de personal adicional de apoyo pudiera o no ser la opción más adecuada. Dentro de las posibles alternativas a la opción de asignar un asistente individual debido a circunstancias especiales se pudieran incluir:</p> <ul style="list-style-type: none"> • Usar las prácticas de tutoría de compañeros o enseñanza cooperativa • Reasignar el personal existente para ayudar al alumno • Aumentar la capacitación del personal existente al hacer los arreglos • Asignar, durante un tiempo específico, a un asistente de enseñanza individual durante la transición inicial a una nueva ubicación • Usar voluntarios • Usar la tecnología de asistencia para motivar un funcionamiento más independiente • Enseñanza en equipo con el asistente de enseñanza alternando entre las dos clases • Repasar o modificar el plan de manejo de conducta <p>El equipo IEP pudiera determinar que se necesitan los servicios adicionales de un asistente de enseñanza. La función de los miembros del equipo no es la de asignar a personas individuales para desarrollar los servicios identificados.</p>
<p>Si se determina que un modelo de servicios adicionales de independencia es el más adecuado, ¿qué preguntas deben hacerse?</p>	<p>¿Qué servicios de apoyo proporcionará el asistente adicional en la independencia?</p> <p>El IEP debe incluir una descripción específica de los servicios que se espera que proporcione el RSA.</p>

	<p>¿En dónde se proveerán los servicios? El IEP debe describir el ambiente educativo dentro del cual el alumno estará trabajando con el asistente. Un ejemplo de ello es si el alumno trabajará con el RSIA dentro del ambiente de educación general o especial. Esto debe hablarse y documentarse en el IEP.</p> <p>¿Por cuánto tiempo tendrá mi niño el apoyo del RSIA? El equipo de IEP tendría que especificar el horario aproximado del apoyo del RSIA - incluyendo el tiempo y los actividades de apoya.</p> <p>¿Por cuánto tiempo se necesitarán los servicios del RSIA? El equipo IEP pudiera discontinuar los servicios cuándo se dominen habilidades específicas, cuándo se alcancen niveles de independencia, o cuándo se cumplan condiciones específicas. Usualmente se recomienda una revisión en tres o seis meses. Si no se vigila con cuidado, la ayuda adicional puede, con facilidad y sin intención alguna, motivar la dependencia.</p> <p>¿Quién ofrecerá los servicios? El equipo IEP debe mostrar la posición de la persona responsable. No debe aparecer el nombre del miembro del personal. Preguntas sobre sustitutos o cobertura en el caso de que el miembro del personal está ausente puede ser dirigida para algunos estudiantes.</p> <p>¿Cómo sabrá cuando nuestro hijo va a poder tener éxito sin estos servicios adicionales? El equipo IEP debe enumerar el nivel de la independencia o la adquisición de habilidades que se indica la necesidad de revisar el nivel de apoyo y el tipo de modificación y servicios necesarios. La discusión en la reunión de IEP podría abordar estas preguntas: ¿qué habilidades deban realizarse antes de que el estudiante pueda tener éxito sin el apoyo de asistencia instructivo? ¿Cómo sabremos cuando el estudiante ha alcanzado el dominio de estas habilidades?</p>
<p>Preguntas que la familia pudiera dirigir al director del programa:</p>	<ul style="list-style-type: none"> • ¿Quién tiene la responsabilidad de observar y evaluar si la asistencia proporcionado es efectivo para mi niño? • ¿A quién le llevamos nuestras preocupaciones sobre el apoyo del asistente de enseñanza? • ¿Qué aptitudes debe tener el RSIA para poder trabajar efectivamente con nuestro niño sobre los objetivos IEP? • ¿Cómo se capacitará a la persona antes de comenzar sus servicios? • ¿Quién va a capacitar al RSIA? • ¿Qué desarrollo de capacita continuo se le ofrecerá a los miembros del personal?
<p>Preguntas que la familia debe considerar para asegurar una comunicación eficaz a través del año escolar:</p>	<ul style="list-style-type: none"> • ¿A quién debo llamar para hablar sobre asuntos rutinarios como el cuidado diario o eventos ordinarios que suceden? • ¿A quién debo llamar sobre asuntos de programación? (Esto puede incluir el progreso del niño, horario de clases, necesidades de enseñanza o interacción social con los compañeros.) • ¿Cómo se compartirá conmigo la información sobre las experiencias en la escuela de mi niño?

VII. List of Appendices

- Appendix A1 Sample Daily Schedule – Primary Class
- Appendix A2 Sample Daily Schedule – Upper Elementary/Middle School
- Appendix A3 Sample Daily Schedule – Upper Elementary to High School Age MH
- Appendix A4 Sample Daily Schedule – Secondary MH Block
- Appendix B Sample Goals and Objectives for RSIA
 - ✓ Health/Personal Care Area
 - ✓ Behavior Area
 - ✓ Instruction Area
 - ✓ Inclusion/Mainstreaming
- Appendix C Resources

DAILY SCHEDULE
Primary Class Example

- 9:00 a.m.** Unload buses, Opening – lunch count, bathroom, student “sponge” activities, flag salute, calendar, morning music, names, colors, ABC’s (phoneme awareness and alphabetic understanding)
- 9:45 a.m.** Fine motor skills – paperwork, cutting, tracing, Legos, table tasks
- 10:00 a.m.** Snack, recess, bathroom
- 10:45 a.m.** Theme activity – seasonal, art, craft, etc.
- 11:15 a.m.** Readiness Activities – math, number concepts, reading, alphabet understanding, science
- 12:00 p.m.** Lunch – bathroom
- 12:45 p.m.** Quiet time, music, reading books
- 1:15 p.m.** Individual Tasks, IEP goals, individual work systems
- 1:45 p.m.** Recess/P.E, bathroom
- 2:15 p.m.** Communication activities
- 2:45 p.m.** Prepare to go home

DAILY SCHEDULE
Upper Elementary/Middle School Example

8:00 a.m.	Opening – lunch count, bathroom, students do sponge activities or prepare for day routine, flag salute, calendar, snack, communication activities.
8:45 a.m.	Reading/language arts small group instruction and practice
9:15 a.m.	Theme activity – seasonal, topic, or social studies activity
9:45 a.m.	Recess, bathroom
10:15 a.m.	Small Group Work - Group 1 students on Individual Work Tasks, Group 2 students on Functional Academics (Math on MWF, Health on TTH)
11:00 a.m.	Art and or Craft activity using theme or reading ideas
11:30 a.m.	P.E.
12:00 p.m.	Lunch and bathroom
12:45 p.m.	Quiet reading in small groups
1:10 p.m.	Small Group Work – Group 1 on Functional Academics and Group 2 on Individual Work Tasks
1:55 p.m.	Closing Activities – Writing, communication activities, study and organizing skills, homework help, science projects
2:25 p.m.	Prepare to go home

DAILY SCHEDULE
Upper Elementary to High School Age MH Example

- 8:00 a.m.** Opening activities – Bring students in from bus, bathroom, positioning = Group 1 – sits in upright position while greeting one another and making simple request Group 2 – responds to music with clapping, percussion, dancing etc.
- 8:45 a.m.** Communication activities – Group 1- Singing activities Group 2- Instruction (body parts, common objects, food)
- 9:15 a.m.** Motor Skills and Mobility – Group 1 - Walking, transferring and standing Group 2 – Ball activity or sensory motor activities
- 9:45 a.m.** Work Systems - Matching, sorting, collating - Some on regular known systems with at least 2 others being taught a new system
- 10:15 a.m.** Daily living skills - toileting, washing hands, combing hair, etc.
- 10:45 a.m.** Communication activities – Group 1 – Instruction (body parts, common objects, food) Group 2 – Singing activities
- 11:15 a.m.** Motor Skills and Mobility - Group 1 – Ball activity or sensory motor activities Group 2 - Walking, transferring and standing.
- 11:45 a.m.** Lunch
- 12:30 p.m.** Daily living activities – toileting, washing hands, clean up, brushing teeth, etc.
- 1:00 p.m.** Work Systems – Matching, sorting, collating – Some on regular known activities with at least two other being taught a new system
- 1:30 p.m.** Music and play therapy – at least two students are taught to play with toys, Legos, objects, etc.
- 2:00 p.m.** Closing activities – Positioning, toileting, communication, loading the bus etc.

Sample Goals and Objectives for RSIA

Health/Personal Care Area

By ___ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with only one verbal prompt per day for 5 consecutive days as measured by data.

1. By ___ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with physical and verbal prompts for 5 consecutive days as measured by data.
2. By ___ when being fed via a “G-tube”, student will cooperate with staff to complete the health procedure by not pushing staff or objects away two times a day with no more than 2 verbal prompts for 5 consecutive days as measured by data.

By ___ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 6 times per session for 4 out of 5 consecutive days as measured by data.

1. By ___ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 2 times per session for 4 out of 5 consecutive days as measured by data.
2. By ___ when being fed and food has been scooped with hand over hand prompting, student will lift spoon to mouth and put food into mouth, chew food and swallow food and return spoon to plate with no physical prompt for at least 4 times per session for 4 out of 5 consecutive days as measured by data.

By ___ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 4 out of 5 trial days as measured by staff data.

1. By ___ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 2 out of 5 trial days as measured by staff data.
2. By ___ when being habit trained, student will void in the toilet at least two times a day and keep her underwear dry throughout the day for 3 out of 5 trial days as measured by staff data.

Behavior Area

By ___ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others on 4 out of 5 occasions over 5 consecutive trial days as measured by data.

1. By ___ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others on 2 out of 5 occasions over 5 consecutive trial days as measured by data.
2. By ___ when in a conflict situation, student will request staff assistance to solve the problem without name calling or hitting others on 3 out of 5 occasions over 5 consecutive trial days as measured by data.

By ___ when given a direction, student will follow that direction within 30 seconds with no protest or complaining 4 out of 5 requests for 5 consecutive trial days as measured by staff.

1. By ___ when given a direction, student will follow that direction within 30 seconds with no more than 3 protests or complaints 4 out of 5 requests for 5 consecutive trial days as measured by staff.
2. By ___ when given a direction, student will follow that direction within 30 seconds with no more than 1 protest or complaint 4 out of 5 requests for 5 consecutive trial days as measured by staff.

By ___ during unstructured time, student will keep hands and feet to self and refrain from negative comments to others with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.

1. By ___ during unstructured time, student will keep hands and feet to self with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.
2. By ___ during unstructured time, student will refrain from negative comments to others with at least 20 points earned for behavior for 5 consecutive days as measured by staff data records.

By ___ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 4 out of 5 situations over 5 trial days as measured by staff data.

1. By ___ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 2 out of 5 situations over 5 trial days as measured by staff data.
2. By ___ when work becomes difficult or tiring instead of having verbal outbursts or throwing school work off desk, student will ask for adult help to complete school tasks on 3 out of 5 situations over 5 trial days as measured by staff data.

Instruction Area

By ___ student will compose/write a complete sentence including correct grammar, syntax and spelling with 80% accuracy for 5 consecutive trial days as measured by work samples.

1. By ___ student will compose/write a complete sentence including correct grammar and syntax with 80% accuracy for 5 consecutive trial days as measured by work samples.
2. By ___ student will compose/write a complete sentence including correct spelling with 80% accuracy for 5 consecutive trial days as measured by work samples.

By ___ student will improve comprehension skills by answering questions on main idea and specific details following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.

1. By ___ student will improve comprehension skills by answering questions on main idea following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.
2. By ___ student will improve comprehension skills by answering questions on specific details following reading of short stories within his reading level with 75% accuracy for 5 consecutive trial days as measured by test results.

By ___ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times for 5 consecutive trial days as measured by staff data.

1. By ___ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times with physical prompts for 5 consecutive trial days as measured by staff data.
2. By ___ when given two objects that are the same as the staff's, student will match the like object with the like object 4 out of 5 times with verbal prompts for 5 consecutive trial days as measured by staff data.

By ___ when given a matching work task with at least 10 items to be sorted, student will sort items into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.

1. By ___ when given a matching work task with at least 10 items to be sorted, student will sort items physical prompts into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.

2. By ____ when given a matching work task with at least 10 items to be sorted, student will sort items indirect prompts into two different categories with 8 out of 10 correct for 5 consecutive trial days as measured by staff data.

By ____ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 3 minutes, when given the instructions to “do your work” on 4 out of 5 trial days as recorded by staff.

1. By ____ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 5 minutes, when given the instructions to “do your work” on 4 out of 5 trial days as recorded by staff.
2. By ____ when given a 3-5 piece inset puzzle, student will put all the pieces in the correct position within 4 minutes, when given the instructions to “do your work” on 4 out of 5 trial days as recorded by staff.

By ____ student will name at least 6 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, foot, hand)

1. By ____ student will name at least 3 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, foot, hand)
2. By ____ student will name at least 5 body parts when asked by an adult “what is this?” with 80% accuracy on 4 out of 5 trial days as recorded by staff. (nose, eye, ear, mouth, foot, hand)

Inclusion/Mainstreaming

By ____ student will participate in a general education kindergarten class by following directions given to whole class, with no prompts, 4 of 5 times on 5 consecutive trial days as measured and recorded by staff.

1. By ____ student will participate in a general education kindergarten class by following directions given to whole class, with verbal prompts, 4 of 5 times on 5 consecutive trial days as measured and recorded by staff.
2. By ____ student will participate in a general education kindergarten class by following directions given to whole class, with indirect prompts, 4 of 5 times on 5 consecutive trial days as measured and recorded by staff.

By ____ student will participate in a general education 3rd grade class by completing the modified class work, as developed by the teacher and independence assistant, with 75% accuracy over 5 consecutive trial days as measured by student work.

1. By ____ student will participate in a general education 3rd grade class by completing the modified class work, as developed by the teacher and independence assistant, with 75% accuracy over 2 consecutive trial days as measured by student work.
2. By ____ student will participate in a general education 3rd grade class by completing the modified class work, as developed by the teacher and independence assistant, with 75% accuracy over 4 consecutive trial days as measured by student work.

Resources

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"Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom, Second Edition (Putnam), BrookesPublishing.com

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"Guidelines for Working with One-To-One Aides" by David F. Freschi, The Council for Exceptional Children, April 1999.

"Guide for Effective Paraeducator Practices in Iowa", Iowa Department of Education, Division of Early Childhood, Elementary and Secondary Education, January 1998.

"Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities," Michael F. Giangreco, Susan W. Edelman, Tracy Evans Luiselli, and Stephanie Z.C.Macfarland, The Council for Exceptional Children, Fall 1999, Vol. 64, Issue 1, pp. 7-17.

"Knowledge and Skills for Teachers Supervising the Work of Paraprofessionals," by Teri Wallace, Jongho Shin, Tom Bartholomay, Barbara J. Stahl, The Council for Exceptional Children, 2001, Vol. 67, No. 4, pp. 520-533.

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"Paraeducator Experiences in Inclusive Settings: Helping, Hovering, or Holding Their Own?" by Susan Unok Marks, Carl Schrader, and Mark Levine, The Council for Exceptional Children, 1999, Vol 63, No. 3, pp.315-328.

Positive Environments Network of Trainers (PENT) website: www.pent.ca.gov

"Restructuring Schools for all the Kids," California Department of Education (free video shows special education students receiving natural peer supports and interacting in inclusive settings without individual paraprofessional assistance), dmeind@wested.org or request from LRE Resources Project at (FAX) 916-492-4008.

Social Relationships and Peer Support: Teachers' Guides to Inclusive Practices (Martha E. Snell and Rachel Janney), BrookesPublishing.com

"The Paraprofessional's Role in Inclusive Classrooms: Support Manual accompanies Video by California Department of Education, e-mail: ceitan@wested.org or call Dona Meinders at 916-492-9999 for free Video and support manual.

"The tip of the iceberg: Determining whether paraprofessional support is needed for students with disabilities in general education settings". By Giangreco, M. F., Broer, S. M., & Edelman, S. W. (1999). Journal of the Association for Persons with Severe Handicaps, 24 (4), 281-291.

"Training Basic Teaching Skills to Paraeducators of Students with Severe Disabilities by Marsha B. Parson and Dennis H. Reid, The Council for Exceptional Children, March 1999.