

# One to One Support Request

## Student Info

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**Date**

10/3/2025

**Student Number**

**First Name**

Rebecca

**Middle Name**

Lynn

**Last Name**

Cole

**Grade**

**School**

**Qualifying Disabilities**

Developmental Delay

# Intensive Needs Checklist

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## Intensive Needs Checklist

To be completed by the IEP team and additional teachers/support staff (if applicable, with parent input).

### 1. Is there a safety concern for self or others?

- Yes
- No

#### Please describe

Throws chairs, tips desks, and elopes throughout the building and off school grounds. Cuts papers with scissors, tries to set the Chromebook cart on fire by sticking papers in with the computers, calls names, spits, pushes, and hits (giving bloody noses and bruises on peers), climbs on chairs, tables, and desks, throws Chromebook,

### 2.1 Does the student require continual teacher prompts during instruction?

- Yes
- No

### 2.2 Does the student require continual teacher prompts after instruction (e.g., during independent work)?

- Yes
- No

### 3. Does the student require assistance with basic functional skills?

Toileting	Mobility	Feeding	Dressing	Following basic safety rules
<input type="radio"/> Yes				
<input type="radio"/> No				

### 4. Is the student's academic performance consistent with his/her aptitude?

- Yes
- No

### 5. Is the student's behavior consistent with his/her aptitude?

- Yes
- No

### 6. Do his/her peers include the student in classroom activities?

- Yes
- No

### 7. Is the student currently receiving specialized small or individualized group instruction in specific academic areas?

- Yes
- No

#### Please describe

Student receives academic support in reading and math for 30 minutes/day.

### 8. Has an administrator observed the student?

- Yes
- No

## 9. Interventions and Program Changes

Please list here what interventions or programs changes you have tried and describe their rate of success (e.g., cooperative learning, behavior management plan, re-grouping within the classroom, pairing with other students). Please provide any available data from the interventions or programs. If these interventions are not an option, please explain why.

Intervention or Program Change	Rate of Success	Available Data
Sit Strong	He would complete the sit strong but the resulting behavior ended in less than 5 minutes. It was ineffective.	This is ineffective because there is no lasting change.
Earn Breaks	The breaks for task completion are more effective in the morning but wane as the day goes on, as she is more worn out and his interest level decreases.	She has earned 3 breaks in the last week.
Classroom incentive program	It is not effective at all. He will not engage with it all.	This has worked 0% of the time.
Individual incentive program	General Education Classroom: Earning Pennies for work completion and good behavior. It is more effective in the morning but not consistent.	She has earned 17 tallies in class this semester
Individual visual schedule	Destroyed the schedule each time	She has had two schedules and they have been destroyed each time.
Chunking assignments	This has only been effective when he is working with a 1:1 support.	This is working 5-10% of the time with a 1:1 support
Calm down area	Nurse room, principal office, behavior flex office, counselor's office.	She will eventually calm down, but the appropriate behavior is not a lasting change.
First then	This is ineffective unless she has one-on-one support and chooses to engage in it. She needs an adult to safeguard the if-then chart so she doesn't mess it up,	She is recognizing a pattern in her day but still is resistant to participating in nonpreferred tasks.
BIP	Increases her time in class increases, task completion is increasing slightly. She is only successful when she has a 1:1 support. We have noticed an increase in disruptive verbal and physical distractions in class.	33% time in class This is only effective when she has 1:1 support. The physical and verbal disruptions have increased substantially with time in class increase. 15% appropriate interaction rate
1:1 adult support	It helps her stay safer and on school grounds because adults can redirect, but she will still elope or engage in inappropriate behaviors at times. It increases the amount of work she will complete	When she elopes there is an increase in aggression to adults. She has not left school grounds in the last week that she has increased minutes of service time with adults.
positive peer interaction	When it is part of a structured activity with older students, it is more effective. It is not a consistent motivator. This has been a trial run that we are anticipating consistently in the next week, after we get all of the permission forms from parents.	Data is being collect this coming week on this intervention
Timer	Time on task /time for break. This was 0% effective. He 0% was first excited to use the time, but then he wouldn't do his work and ended up eloping out of the building and off school grounds.	

### Comments or Additional Concerns

It is a struggle to find a consistent method of support or motivation for Hayden. He demonstrates characteristics of ODD. He is only safe and productive if he has a 1:1 adult with him. It is still a struggle to keep his actions safe/ kind around peers and adults, even with support.

# Environmental Supports

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## Checklist of Existing Environmental Supports

To be completed by the IEP team and additional teacher/support staff (if applicable).

### A. Classroom Schedule

Is there a posted classroom schedule?

- Yes
- No

1. The following elements are included in the classroom schedule:

- Times
- Students
- Activities
- Staff Names
- Locations

2. The schedule is:

- Daily
- Weekly
- Other

### B. Schedule for individual student:

Is there an individual student schedule?

- Yes
- No

1. Student uses the following format for individualized schedule:

- Object
- Icon
- Photo
- Pictures
- Words

2. Student's ability to follow the schedule:

- Independent
- With indirect verbal or gesture prompts
- With physical prompts
- Inconsistent
- With direct verbal prompts

3. Student's use of the schedule:

- Student carries schedule
- Student uses transition cards
- Inconsistent
- Teacher carries and shows student schedule
- Student goes to schedule board

**4. Room is arranged with structure to correlate with tasks on schedule:**

- Area for one-on-one work
- Area for independent work
- Area for group work
- Area for leisure
- N/A

**C. Curriculum and Instruction:**

**1. Are the materials and activities differentiated for the students?**

**Chronological age**

- Yes
- No

**Ability Level**

**Please Describe**

- Yes
- No

visual supports, works with small groups and individuals at the aide table to support each student.

**Interest Level**

**Please Describe**

- Yes
- No

The classroom library has a variety of books on a variety of topics.

**2. Curricular domains included in the student's program:**

- Communications
  - Domestic Skills
  - Self-care
- Academics
- Social skills
- Motor skills/mobility
- Other Behavior Intervention

**3. List equipment or devices used/available that may relate to the need for assistance. (May be low incidence equipment or assistive technology device):**

Baja (refuses to wear), timers, visual schedule, if then chart, break card

**4. Describe an activity which is challenging for the student.**

Attending school, recess, PE, library, music general education classroom, lunchroom, and completing tasks/assignments, and bathroom use.

**If appropriate, upload a sample task analysis form used for a challenging activity with the student.**

**D. Behavior support:**

**Are there problem behavior(s) interfering with learning for the student or others?**

- Yes
- No

**Brief description of problem behaviors:**

Student won't stay in class. She will get up and leave any environment whenever she wants. It is hard to identify triggers because she does it throughout the day with multiple activities. She elopes inside and outside the building, and off school grounds. Student calls herself and others names (stupid, fat, ugly, dumb), swears at peers and adults, tells people to shut up, and she also makes inappropriate comments to people like he is my boyfriend, I want to go home with him at night and I want to lie on top of him, Student spits, lunges at, and hits other students without any perceived instigation Student tips desks, throws chairs, tips garbage cans, cuts up classroom materials, tears up books, throws her chromebook, tries to shove papers into the chromebook cart with the computers, and says she is trying to start a fire. She takes things that are not hers and tells lies to avoid getting in trouble, even when she is not in trouble at the time.

**Where do behavior(s) typically occur:**

Throughout the school building (playground, hallways, bathrooms, gym, lunchroom, general education and special education classrooms, library, music room, office)

**When do behavior(s) typically occur:**

During the school day. Hayden comes to school between 7:30-7:45 for breakfast, the bell rings at 8, and the end of the day is at 2:40. Throughout this time, he is disruptive, unsafe, and noncompliant.

**1. Student has a Behavior Intervention Plan or behavior contract?**

- Yes
- No

**2. Student's BIP is based on a Functional Behavior Assessment FBA**

- Yes
- No
- In process
- Need to initiate

**3. How effective is the plan in addressing the student's needs:**

- Very
- Moderately
- Mildly
- Not at all

**4. Describe anticipated level of support to implement plan (e.g. frequency of reinforcement, prompting, redirection):**

Hayden needs full-time support to be successful at the implementation of the plan. He needs constant redirection, behavior correction, and academic support to retrain his current behaviors and learn academics. He is rarely successful at small group resource but is more successful with 1:1 resource time for academic learning.

**5. What supports exist for implementing the plan? (e.g. self-monitoring, adult support)**

The teacher is trying to implement and reinforce when he is in class, and the principal, behavior specialist, school counselor, and special education teacher are all trying to help implement the plan together.

**If applicable, upload behavior contract or BIP with the supporting documents**

**E. Current data systems and collection of data:**

**Is there current data on each IEP goal and/or BIP?**

- Yes
- No

**1. Data records include:**

- Date
- Task
- Level of progress
- Level of independence

**2. Data is collected:**

- Daily
- Weekly
- Monthly
- Other

**Upload sample data collection sheets**

Threads\_of\_Hope\_Special\_Education\_Blue\_Jeans\_Law\_Conference\_1993983.pdf 57.01KB

**F. Additional considerations and comments:**

Hayden's mom reports she has worked with the doctor to start him on medication. The team has not recognized any change in behavior since this information has been given. The team, including Hayden's mom, stays in regular contact to discuss Hayden's progress and continued efforts to help him be successful in the school setting.

# Student Needs Rubric

## Student Needs Rubric

To be completed by the IEP team and additional teacher/support staff (if applicable).

When considering the Student's Need Rubric, ensure there is input from more than one staff member that is familiar with the student across more than one setting [e.g., paraprofessionals, special education teachers, general education teachers].

	<b>Health/Personal Care</b>	<b>Social and Emotional Behavior</b>	<b>Instruction</b>	<b>Inclusion</b>
1	Specialized healthcare procedures requiring care by specially trained staff (G-tube, etc.) Takes medication, requires positioning or bracing multiple times a day at school. Direct assistance with most personal care. Requires two-person lift.	Serious behavior problems with potential for injury to self and others. Runs away. Aggression on a daily basis. Student has a BIP which must be implemented for student to safely attend school.	Cannot participate in a group without individualized support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for others in a group.	Always requires staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires individual assistance to go to and from class. Requires adults to facilitate social interaction with peers and remain in close proximity at all times.
2	Very specialized healthcare procedures and medication at school. Limited mobility of physical limitations requiring assistance (uses stander, walker, gait trainer, wheelchair). Special food prep or feeding is needed. Frequent physical prompts to participate in personal care. Requires bathroom schedule, toilet training, direct help and/or diapering.	Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a BIP. Has behavior goals on IEP. Requires close visual supervision to implement BIP. Medication for attention or other behaviors is required for functioning in school environments.	Difficulties participating in large group. Requires low staff/student ratio, close adult proximity and prompts including physical assistance to stay on task. Needs individualized monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs individualized methodologies.	Participation may require additional staff/assistance direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adults to facilitate social interactions with peers.
3	Chronic health issues (ADHD, diabetes, severe allergies). General specialized healthcare procedures. Takes medication at school. Daily health maintenance needed at school (diet, blood sugar, etc.). Requires reminders/additional prompts or limited hands-on assistance (handwashing, bathroom needs, wiping mouth, shoes zippers, etc.) Occasional toileting accidents.	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavioral support.	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 additional verbal prompts to follow directions.	Participates with occasional visual and verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from classroom activities. Regular socialization may require adult facilitation.

4	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized healthcare procedures. Needs reminders to complete age appropriate personal care activities.	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays/interacts if invited.	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.	Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with class peers appropriately.
5	General good health. No time required for healthcare at school. Independently maintains age-appropriate personal care needs	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.	Participates fully in whole class instruction. Stays on task during typical activities. Follows direction with few to no additional prompts.	Participates in all/some core instruction within a general education class and requires few modifications. Can find classroom independently. Usually socializes well with peers.

### Scores

Health/Personal Care Score	Social and Emotional Behavior Score	Instruction Score	Inclusion Score	Overall Score
5	1	1	1	8

### Next Steps

This form will be forwarded to the district SPED team for further evaluation.

### Form Completed by:

Name	Email	Job Title
April Cole	colea@d93.k12.id.us	Support Professional Manager
Stacey Womack	womackj@d93.k12.id.us	Flex Behavior Specialist
Wendy Landon	landonw@d93.k12.id.us	Special Education Director

# Observation Matrix

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## Action:

- Complete/Review Observation Matrix
- Reassign Form

## Student Abilities Observation Matrix

To be completed by IEP team and additional teacher/support staff (if applicable) in multiple environments/classes.

This is *not* to be an FBA!

### Observer Full Name

Stacey Womack

### Position

District Flex Support

## Observations

### Activity Observed

worked directly with student from 8:05 to 11:30 a.m..

### What the student can do without assistance:

Most everyday living activities can be done without assistance.

### What the student cannot do and needs accommodation to complete:

Any task (especially non-preferred, student will sometimes need accommodations to complete preferred task.)

Staying inside designated area (classroom, learning lab, school grounds)

### What the student cannot do and needs assistance with:

Any task (especially non-preferred, student will sometimes need accommodations to complete preferred task.)

Staying inside designated area (classroom, learning lab, school grounds)

### Options for alternatives of natural supports:

Door alarms or visual door cues (Stop sign)  
Use visual check-in/out system with trusted adults, (Flex, counselor)

Social stories about saying in the designated areas (classroom, learning lab, cafeteria, school grounds)

Colored tape on the floor showing where it is safe to stay.

Calming corner or sensory space where student can safely go instead of eloping.

Consistent language and expectations across all staff (adults school wide do not give attention (saying hi, talking to him) to student when in the hall without a staff in close proximity)

### Identify areas to promote social acceptance and how peers could be utilized:

Teach lessons to help all students understand that everyone learns differently and that we help one another stay safe and included.

Model calm, positive responses to student's behaviors so peers see that student is cared for, not punished or "different."

### Identify areas you will target for independence: \*Should be identified in IEP\*

Build tolerance for staying in class. Teach and reinforce student to ask for a break, and the break is not more than 5 minutes.  
Build tolerance to less frequent breaks.

## Final Review

### Completed by:

April Cole

### Date

02/27/2026

### Comments/Additional Information

After observations and team discussion, it was decided to increase support staff assigned to BOA to meet Student R and other student needs. Support Staff will start at the beginning of the 3rd trimester, March 3, 2026.