



# CONSIDERATIONS FOR 1:1 SUPPORT IN SCHOOL

## PURPOSE

1:1 support refers to the staff-to-student ratio. A student receiving 1:1 support has an adult assigned to support them for some or all of the school day. This document is intended to support Individualized Education Program (IEP) and 504 teams as they consider 1:1 support for a student. There are many important considerations related to the decision to provide and plan for 1:1 support. This level of support could help or hinder student progress. If the IEP or 504 team has decided 1:1 support is appropriate, the Local Education Agency (LEA) must provide the support.

## CAUTIONS BEFORE ALLOCATING 1:1 SUPPORT

1:1 support can be a highly restrictive service that should be carefully considered. While 1:1 can be beneficial, it can also result in harmful effects. 1:1 support can be difficult to fade and requires careful consideration and planning. Prior to inclusion in the IEP, it is important to consider all alternatives before determining 1:1 support is necessary. For students whose potential need for 1:1 support is due to behavioral challenges, a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) should be implemented and progress monitored before assigning 1:1 support. A determination of 1:1 support should be individualized and made based on a student’s unique circumstances and needs. Special education eligibility criteria, student diagnosis, or Medicaid eligibility alone does not equate to a need for 1:1 support. Each team should carefully consider the helpful or harmful effects of 1:1 support below.

Helpful	Harmful
Aid in academic and behavioral skill acquisition	Create prompt dependency or decrease skill generalization
Support student confidence and success	Prevent student self-efficacy and sense of personal control or identity
Maintain safety and care for student	Interfere with teacher engagement and teacher/student instruction
Support student’s access to an array of school environments	Physically separate student from peers or classmates (student and paraprofessional placed in the back of class or to the side of the room for space/organizational purposes)
	Hinder peer and teacher interaction (peers and teachers see paraprofessional as gatekeeper to student)
	May aid in feelings of stigmatization
	Hinder independence and impact post- school outcomes

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## CONSIDERATIONS WHEN DETERMINING 1:1 SUPPORT

Guiding Question	Consideration
<p>Why might 1:1 support be necessary?</p>	<p>Often 1:1 support is considered when the student is experiencing behavioral, instructional, or health/medical challenges.</p> <p>Pinpointing why 1:1 support is necessary is crucial to developing the skills needed to fade 1:1 support and plan for increased student independence.</p>
<p>What alternative supports have been tried?</p> <p>What was the result?</p>	<p>Consider the following alternative supports:</p> <ul style="list-style-type: none"> <li>• Increased student/staff proximity</li> <li>• Alternative increased staff-to-student ratios (2:1, 3:1, small group, etc.)</li> <li>• Proactive classroom management strategies</li> <li>• Specific social, emotional, or behavioral skills instruction</li> <li>• FBA and BIP implementation</li> </ul>
<p>When, where, and what type of support would benefit the student the most?</p>	<p>Consider whether the student requires 1:1 support for the duration of the school day or if providing 1:1 support in targeted environments, for specific content areas, or around challenging times of day would meet the student's need.</p> <p>Other supports for consideration include adult proximity, visual supports, and positive behavioral supports.</p>
<p>Does the student receive or require 1:1 support in other settings, such as the home or community?</p>	<p>If the student <b>does</b> receive 1:1 support in other settings, what does that support look like? Why is that support necessary in those settings and are the expectations similar to the school environment?</p> <p>If the student does <b>NOT</b> receive 1:1 support in other settings, why might they need 1:1 support in the school environment? What is similar or different between the two settings that could allow the student to be more or less independent?</p>

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## Promoting Independence

Promoting independence and skill development should remain at the center of the school team’s decision and planning around 1:1 support. The school should be considering both current skill development as well as post-school outcomes and success. Support should be provided with the intention of developing the skills necessary to fade 1:1 support. The student should be afforded the opportunity to acquire, exercise, and increase independence. Although 1:1 support can be beneficial, its nature can hinder independence and autonomy.

Guiding Question	Consideration
<p>What is the student’s history of skill acquisition, prompt dependency, and generalization?</p>	<p>Consider whether this student has historically always been provided 1:1 support and if it the support is truly necessary for the student.</p> <p>Evaluate whether the student has been afforded the opportunity to practice and demonstrate independence without 1:1 support.</p> <p>Determine whether the student struggles with prompt dependency (requiring adult prompts in order to engage in skills or behaviors - prompts being difficult to fade out).</p> <ul style="list-style-type: none"> <li>• If so, there may be cause for concern in providing 1:1 support.</li> </ul> <p>Determine whether the student struggles to generalize skills and behaviors learned in one environment, with one adult, to other environments and adults.</p> <ul style="list-style-type: none"> <li>• If so, there may be cause for concern in providing 1:1 support.</li> </ul>
<p>What does past and current progress look like? How might 1:1 support help or hinder progress?</p>	<p>Evaluate whether the student is making progress toward IEP goals.</p> <p>If <b>so</b>, consider how 1:1 support may hinder future progress or independence.</p> <p>If <b>not</b>, consider how 1:1 support may aid in student progress. Be sure to consider how accommodations and specially designed instruction may support progress in place of 1:1 support.</p>
<p>Is the student able to access a free and appropriate public education (FAPE) in the least restrictive environment (LRE)?</p>	<p>It is important for the team to consider what supports allow the student to access FAPE in the student’s LRE.</p>

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	<p>How might 1:1 adult support help or hinder access to FAPE?</p> <p>Could 1:1 support result in a more restrictive environment or setting than is beneficial for the student?</p> <p>Has the team considered the student's LRE and its impact on post school outcomes?</p>
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## PLANNING FOR 1:1 SUPPORT

Once the team has carefully considered and exhausted alternatives to 1:1 support, careful planning is needed to ensure that 1:1 support is delivered in a helpful and not harmful manner. A lack of preparation and intentional planning around 1:1 support will likely present greater risks than benefits to the student.

Guiding Question	Consideration
Does the student require 1:1 support for the entire day?	<p>It is important to consider when, where, and how often 1:1 support will be provided. In an effort to ensure the student is served in their LRE, 1:1 support should only be provided when necessary and beneficial. Walk through the student's day to determine if the student could be adequately supported with 2:1, 3:1, or even small group ratios for a portion of the day.</p> <p>Alternative supports such as adult proximity, visuals, and positive behavioral supports could complement the schedule of 1:1 support.</p>
Will the student receive 1:1 support from one person in particular or from a team of rotating adults?	<p>Some students benefit from the relationship, rapport, and predictability of being supported by the same individual each day.</p> <p>Other students may become dependent, bored, or lack the opportunity to generalize skills when they receive 1:1 support from the same individual every school day.</p>
Does the team have a plan to fade out support and increase student independence?	<p>1:1 support should <b>always</b> be initiated with the intent to teach the student the skills necessary to fade support and promote independence.</p> <p>Teams should have a plan to target the skills a student may be missing, monitor progress towards those skills, and develop decision points to systematically fade out support in an effort to</p>



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	<p>protect student independence and autonomy. This plan should be documented in the student’s IEP.</p>
<p>What professional development and training is planned for the teacher, paraprofessional, and other staff?</p>	<p>Adults providing 1:1 support will require training related to student-specific programing and specially designed instruction. Topics of training could include prompting and fading, instructional strategies, and team collaboration.</p> <p>When assigning 1:1 support, it is not uncommon for students to receive fewer student/teacher instructional opportunities and more student/paraprofessional instructional opportunities. Proactively planning for student/teacher instructional opportunities can remedy this challenge.</p>
<p>Does the team have 1:1 support outlined in the IEP?</p>	<p>State clearly in the IEP the details of 1:1 support. Outline the role of the individual who will provide it the support, what their role is, and when and where support will be provided.</p> <p>Ensure the team has included a BIP, developed based on data collected through an FBA, if 1:1 support is assigned due to behavioral challenges.</p>