

## Student Needs Rubric

Student Name: \_\_\_\_\_ Qualifying IDEA Disability: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

	Health/Personal Care	Social and Emotional Behavior	Instruction	Inclusion
<b>1</b>	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.
<b>2</b>	Mild or occasional health concerns, Allergies or other chronic health conditions, No specialized health care 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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	Specialized healthcare procedures requiring care by specially trained staff (G-tube, cauterization, 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 to all 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 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 adult to facilitate social interaction with peers and remain in close proximity at all times.

Rater Name: \_\_\_\_\_ Position: \_\_\_\_\_ Overall Rating Score: \_\_\_\_\_

\*Indicate frequency and duration over a period of time for all 4's and 5's marked above. (This form is based on the work of Bisotti, T. 2013, as cited in *Considerations for the Effective Use of Paraprofessionals in Schools*, Kansas State Department of Education, 2018)