Special Circumstances Instructional Assistance

Sonoma County SELPA Guidelines
Revised 2021

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Much of this content was developed from the information on the PENT website. For additional information and tools, please visit the PENT website:
http://www.pent.ca.gov/pos/pr/sandiego/scia_toc.htm

Introduction

Every school district within the Sonoma County SELPA is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA) and California laws and regulations describe a continuum of placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions (CFR 300.551 (b) (1)).

The IDEA also defines related services as the utilization of aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. This applies to any general education program or special education program in which the student may participate (34 CFR Part 300.550-300.556). There may be special circumstances when a student may need additional support in order to be successful in his/her educational placement.

A goal for any student with special needs is to encourage, promote, and maximize independence. The Individualized Education Plan (IEP) team is responsible for developing and implementing a program that promotes that independence. Natural supports and existing staff supports should be used whenever possible.

Special Circumstances Instructional Assistance (SCIA) is provided for students with disabilities 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. A request for SCIA is made only after other site interventions have proven unsuccessful. When the IEP team is considering SCIA, all aspects of the student's program must be considered, including the following:

A. Natural supports and/or existing staff supports are not adequate for the student to participate and progress in the general education program;
B. Additional support is necessary to assist classroom staff in facilitating the student in:
    - Advancing appropriately toward the annual goals and/or; (Follow IEP)
    - Involvement in and progress in the general curriculum and/or;
    - Participation in extracurricular and other nonacademic activities and/or;
    - Participation with other disabled and non-disabled students.
C. How quickly it anticipates the support can be faded and develop a method for systematic evaluation toward independence and more natural supports.

If the IEP Team recommends a SCIA, the team is also responsible for monitoring so that additional supports may be faded as soon as possible. If not carefully monitored and evaluated on a regular basis, additional SCIA support can unintentionally foster dependence. As a result,

the IEP team must periodically review the continued need and effectiveness of this additional support.

Use of Multi-Tiered System of Support (MTSS)
As part of the consideration of natural supports for a student with a disability, all schools should consider the implementation of an MTSS program. There is ample research showing that a well-developed, robust Tier 1 greatly enhances the success of students with disabilities. Based on that research, a good MTSS program should support the following:

- The use of inclusionary lesson planning, such as Universal Design for Learning (UDL) and differentiation.
- The use of Positive Behavioral Interventions and Supports (PBIS) to create an accepting, supportive environment for students with behavioral challenges.
- Training, coaching, and support of general education staff to successfully teach and support included students with disabilities.
- The collection of meaningful, formative data to support continuous improvement of the instructional program with data analysis and action based on that analysis.
- The use of data to determine the level of support any student with disabilities might need to access the appropriate curriculum.

Roles and responsibilities

Teacher

The role of an individual providing SCIA includes many aspects of daily classroom activities. When the IEP team determines that additional support is needed to assist a student for special circumstances, a SCIA provider is assigned and becomes a member of the classroom staff working with the student. The support to the student can be provided by any of the adults working in the class provided they receive training necessary to meet the student's needs. The SCIA provider takes direction from the classroom teacher. The SCIA provider is responsible for maintaining frequent and regular communication with the classroom teacher about the student. The classroom teacher has the sole responsibility for contact with the family and other members of the IEP team with regard to the implementation of the IEP.

Case Manager (May be Classroom Teacher)

At all times, the case manager is responsible for all aspects of the student's educational program. This responsibility includes supervising the work of the SCIA provider, offer training, support and guidance. The classroom teacher/case manager remains responsible for having direct, regular contact with the student. Developing instructional plans, materials, strategies, etc. is the responsibility of the classroom teacher. Although the SCIA provider can work independently with a student under the direction of the teacher, it is not appropriate to leave a student solely under the supervision of a non-credentialed person without specific instructional guidance. The case manager and/or classroom teacher should clearly instruct the SCIA provider as to preferences regarding communication. While case managers and teachers may prefer that a SCIA provider communicate daily routine information to parents, it is the responsibility of the credentialed staff member to maintain contact with families. All communication about progress, behavior, and other concerns is kept between teacher and parent(s)/guardian(s) only.

Parents (caregivers and guardians)

Parents should be active participants in the decision making process when considering the need for additional individualized modifications and supports for their child. This is always an IEP team decision. First and foremost, the goal for all children is to encourage, promote, and maximize student independence. If not carefully monitored, additional assistance can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where additional support may be required. If the team determines that a student needs additional help, family members need to contribute to the decision making and planning about how the special instructional assistance will be delivered. The following questions are intended to assist parents and other IEP team members in discussing this issue.

SCIA Provider

It is important that the SCIA provider, general education teacher, and case manager have regular, ongoing communication to ensure that all have the same expectations. Support to the student is defined in the IEP, including the student's goals. It is important for the SCIA provider to become familiar with the expected outcomes and to have a variety of strategies at hand to

assist students in achieving their goals. In a general education classroom, both the general education teacher and the case manager will work together to develop the guidelines for SCIA. It is the responsibility of SCIA providers to implement the lessons provided by the teacher/case manager and to keep the classroom teacher and/or case manager informed about the student's progress toward goals.

Major roles include:

- Support for Fostering Independence and Fading: the SCIA provider plays a major role in supporting the independence of students. At appropriate times, the IEP team members will determine that it is necessary to ensure that supports are faded in order to promote student independence. The SCIA provider is responsible for following the plan for fading support as indicated in the student's IEP. See Fade Planning documents.

- Data Collection on Behavior/Goals: the SCIA provider is responsible for maintaining accurate data collection as directed by the classroom teacher/case manager.

- Following Legal Requirements and Confidentiality: the SCIA provider must always be working under the supervision of a credentialed staff member. The SCIA provider is protected by the district's liability insurance, as long as they are carrying out duties as assigned. The classroom teacher is responsible for ensuring that the SCIA provider receives all breaks required by contract. The SCIA provider must be well aware of the important requirements for confidentiality when dealing with students with special needs. They must not share any personal information about the student with anyone other than "employees of the district with a legitimate educational interest."

Training

The SCIA provider needs to be trained in any and all appropriate strategies for working with students. This may include training about appropriate physical contact with students, crisis intervention, instructional and behavioral strategies and medical/self-help procedures. If there is a potential for emergency intervention, the SCIA provider must be trained in the system adopted by the district.

Health/Medical

If the purpose of SCIA is to provide health or medical supports, the individual must always be trained and supervised by an appropriately qualified professional. District liability insurance applies as long as the SCIA provider is performing duties as trained.

Monitoring & Fading

The student's case manager is responsible for the monitoring and fading SCIA. The case manager will meet with the IEP team to develop a fading plan that is included in the student's IEP. It is the responsibility of the case manager to develop the written fading plan, supervise the SCIA provider, and develop a system for data collection. The case manager will review the data

and provide the SCIA provider with strategies for fading and promoting increased student independence and goal attainment. The case manager should meet at periods specified in the plan with selected members of the IEP team to review the data, make adjustments to the plan, if needed, and determine when criteria for fading have been met. Major changes to the plan would require an IEP review or amendment. If there is a goal which reflects the area in which SCIA support is being provided, then data collection on progress toward that goal will be sufficient. (See the Fade Plan Development section for more information on this topic).

Assessment

Like with any IEP service, an assessment is completed in order for the team to make the determination if such supports are required for the student in order to make appropriate progress. If the IEP team finds that the student's behaviors are impeding their learning or the learning of others, then a Functional Behavior Assessment (FBA) is conducted. Based on the results of the FBA, the IEP team develops a Behavior Implementation Plan (BIP). Once the BIP is implemented, the IEP team convenes a meeting to discuss and determine the efficacy of the plan and at which point may consider additional supports, accommodations, and modifications if necessary. The addition of SCIA to an IEP is considered when the BIP is has been implemented with fidelity and such additional supports are required for the student to make appropriate progress. The team can use analysis forms (such as the rubric, school day analysis, and fade planning documents within these guidelines) to determine the amount of SCIA necessary. If the IEP team agrees that SCIA is required, it will be documented on the IEP in the meeting notes and on the service page.

IEP Process

When SCIA is provided to a teacher to assist in managing a whole class, not specific to any one child's needs, the IEP team may note this support in the Modification/Accommodations section of the service page as "additional supports for the classroom, designated at the discretion of the teacher." For each area in which SCIA is being provided due to lack of skill or independence, the IEP team should write a goal for the individual student. Some areas, such as health/personal care needs may not be appropriate for goals. These supports should be noted on the Accommodations section of the Services page.

If SCIA is required as a result of a child's behavioral difficulties, the child's IEP should include a BIP. For areas in which increased independence is possible, note the means for evaluating whether SCIA continues to be needed on the "Additional" page. In these cases, a systematic plan must be written to address how the support will be monitored and faded as independence increases. When SCIA is provided to assist a child on a short-term basis (i.e., transition to a new program), the written plan should specify the level of independence to be achieved before the SCIA provider is faded/removed, or a date when the SCIA will be discontinued.

The case manager should meet at periods specified in the plan with selected members of the IEP team to review the data, make adjustments to the plan, if needed, and determine when criteria for fading have been met. Major changes to the plan would require an IEP Review or

Addendum. If there is a goal which reflects the area in which SCIA is being provided, then data collection on progress toward that goal will be sufficient. (Attached are sample forms for monitoring increased student independence.)

Ongoing Team Meetings:
The case manager, teacher, parent(s)/guardian(s) and others involved with the student should meet periodically and as necessary to evaluate student progress and continued need for SCIA services. The case manager should bring updated documentation by completing the rubric and school day analysis form to determine need. Strategies and support for encouraging student independence and fading this service as soon as possible are important.

At regular intervals as specified by the IEP team, designated members should use the tools to collect data about whether the level of assistance continues to be needed. As the student's level of independence or ability to use natural supports increases, behavior improves or the makeup of the class changes, the assistance should be faded.

Types of Special Circumstances Instructional Assistance

Behavior
Due to behavior challenges, some students may need intensive support in order to assist classroom staff in implementing a Behavior Support or Intervention Plan. Support assistance may be needed for a brief period to collect data while regular classroom staff is implementing a Behavior Support or Intervention Plan.

Inclusion/Instruction
Students with severe handicaps who are mainstreamed into general education and require significant support in the areas of: academics, social skills, and implementation of DIS (SLP, OT, PT, APE) strategies across environments to meet IEP goals.

- Recess or other activities- Assistance may be necessary if there are safety concerns with the student. It may also be needed when staff are attempting to facilitate social interactions with peers. Care should be taken so that the development of natural peer support and/or use of existing resources are the goals of an SCIA, otherwise the adult may become the student's sole recess companion.
- Assistance with transitions- If a student has difficulty transitioning from classroom to playground, playground to classroom, or between activities, extra support may need to be available to help. When needed, the team should indicate type(s) of transition(s) as well as time of day and duration.
- Assistance with classroom centers or other activities- If there is a particular activity or time of day which is difficult for the student, extra help may be needed. When needed, the team should specify activity, time of day and duration.

IEP Documentation

If the IEP team agrees that SCIA is needed for a student, it will be noted on the IEP form 5A “Services” page under Aids, Services, Accommodations/Modifications and Supports. If more detail is needed, describe on the notes page.

If SCIA is provided to a teacher to assist in managing a whole class not specific to any one child’s needs may be also noted under “additional supports for the teacher” and on the notes page.

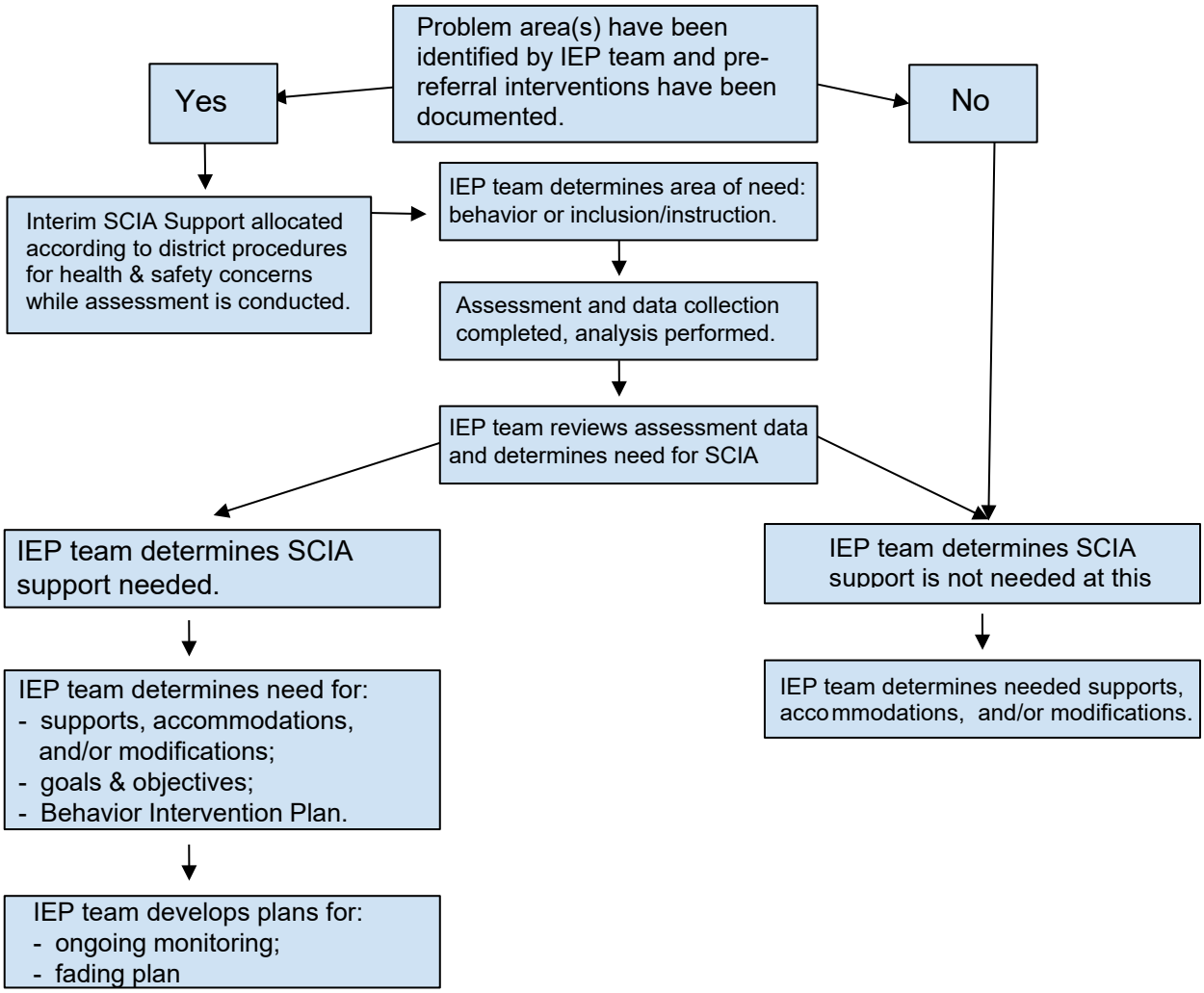
For each area in which SCIA is being provided due to lack of skill or independence, the IEP team should write a goal. Some areas, such as health/personal care needs may not be appropriate for goals. These supports should be noted on the services page.

If additional support from a SCIA provider is required because of a child’s behavioral difficulties, the child’s IEP should include a Behavior Intervention Plan (BIP).

For areas in which increased independence is possible during the school day, documentation of this analysis should be included in the notes pages. In these cases, write a systematic plan to address how SCIA will be monitored and faded as independence increases.

When SCIA is provided to assist a child on a short-term basis (i.e., transition to a new program), the written plan should specify the level of independence to be achieved before SCIA is faded/removed, or a date when SCIA will be discontinued.

SCIA Initial Determination Decision Tree*



*It is ultimately the IEP team's decision to add SCIA to a student's IEP. It is recognized that there may be specific cases when the student exhibits behavior that is dangerous where this decision tree may not be applicable. See the SELPA website for the Behavioral Emergency Report template.

Determining SCIA Checklist

- ❏ Student is identified as meeting the eligibility criteria for special education and team develops IEP.
- ❏ Student behavior has been determined by IEP team to impede learning of self or others.
- ❏ Assessment plan is signed by parent and Functional Behavioral Assessment (FBA) is conducted, Behavior Intervention Plan (BIP) is developed to include behavior goal in IEP.
- ❏ Team reviews FBA and BIP, implements with fidelity.
- ❏ Team reconvenes after 6-8 weeks to review and monitor process on goals.
- ❏ If BIP is working, continue.
- ❏ If BIP is not working: team considers revising, monitoring implementation/fidelity, and/or adjusting services (possibly to include SCIA).
- ❏ If SCIA is considered, then the team completes rubric, school day analysis, and/or other SCIA analysis forms as necessary. Additional data collection (beyond what has already been determined as necessary in BIP) could also be considered at this time.
- ❏ Once the team determines SCIA is necessary, SCIA summary form is completed. Team reconvenes 6-8 weeks after SCIA support is initiated for ongoing monitoring and fading.

Sonoma County SELPA Rubric to Determine Need for SCIA			
Student:	DOB:	Date:	Teacher:
School/Program:		Attach to IEP dated:	

Mark the box that includes factors that best describe the student in each rubric category that is appropriate.			
	Behavior	**Inclusion/Instruction**	**Evidence/ Reasoning**
0	Follows adult directions without frequent prompts or class supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.	Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.	
1	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.	Participates with modification and accommodation. Needs 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	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior support plan, but unable to experience much success without behavior support plan implementation.	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	Serious behavior problems almost daily. Defiant and/or prone to physical aggression which may be harmful to self or others. Requires a Behavior Support Plan (BSP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement BSP.	Does not participate without staff in close proximity for direct instruction, safety mobility, or behavior monitoring. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. Difficulty following school routines & schedules. Needs direct support to get to and from class.	
4	Serious behavior problems with potential for injury to self and others, runs away or aggressive on a daily basis. FAA or FBA has been completed and the student has a well developed BIP that must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modification and accommodations for class work. Rarely interacts with or is interested in peers.	

0 = No Concerns, 1 = Mild Concerns, 2 = Moderate Concerns, 3 = Significant Concerns, 4 = Severe Concerns

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Sonoma County SELPA School Day Analysis Form to Determine Need for SCIA			
Student:	DOB:	Date:	Teacher:
School/Program:		Attach to IEP dated:	

Time/ Period	Activity	Tasks student can do independently	Tasks student needs assistance to complete	Support available for student (adult, peer, visuals, etc.)	Notes on IEP goal progress

Fade Plan Development

Steps:

1. Develop goals and objectives that specify reduced levels of support and prompting to be used as measures of need.
2. Include a specific plan for reinforcement of the BIP, when relevant.
3. Specify accommodations/modifications to be provided as needed or as requested by the student.
4. Indicate specific activities and/or time for SCIA support under “Support for Student” on the IEP page indicating least restrictive environment.
5. Specify criteria for fading measures to be used, who will review the data, and how often data will be reviewed through a written plan for fading on the Notes Page of the IEP.

Team Questions: ask in preparation for writing and revising fade plan.

- Determine times of the day or subject periods when the student is successful independently (see School Day Analysis)
- Determine what BIP strategies are being used and when.
- Determine who is implementing the BIP strategies (classroom teacher or paraprofessional).
- Does the IEP team still think that the BIP is relevant and required?
    - If yes- IEP team will need to determine who will continue to implement the BIP in the absence of a paraprofessional.
    - If no- then the IEP team will determine how the BIP strategies will be faded and focus on fading the time that the SCIA is working with the student.
- Does the student have a behavior goal(s)? Who will collect data for the behavior goal(s)?
- Does the student have an independence goal? If not- one may need to be added.
- Is there current data on student goals & time that the paraprofessional is with the student? If not, set a time frame for collecting that data so that it can be used for baseline when changes begin occurring.

Checklist: level of detail and amount of time SCIA is needed will vary depending on student need and support available.

- ❏ Include times that student will be independent and who will support student if there were a behavioral emergency.
- ❏ Include where the SCIA will be when not in the classroom/supporting the student.
- ❏ Include a systematic decrease of the time that the SCIA will be in contact with the student and in the visual proximity of the student.
- ❏ Allow an appropriate time frame so that the student can adjust to the changes (for example, if SCIA has been faded from two periods, wait an additional week before fading more time).
- ❏ Include a caveat that the plan may need to be altered as the changes take place.
- ❏ Schedule team meeting in 6-8 weeks to monitor progress and determine if changes are needed.

Sample Fade Plan

- Step 1: SCIA will be front-loading replacement behaviors and proactively creating opportunities for the student to emit the behavior and provide immediate reinforcement. The SCIA will be with the student all day except lunch and break. SCIA will be close by and using both physical/gestural prompting paired with verbal prompting)
- Step 2: SCIA will decrease their proximity to 4-5 feet and begin helping other students in the vicinity. Prompting should primarily be visual, verbal, and gestural, and occasionally after the teacher provides.
- Step 3: SCIA is actively roaming the class and rarely next to the student. The SCIA only provides prompts to student after the teacher does.
- Step 4: SCIA is strategically placed in the classroom during times that are identified as difficult and continues to support the teacher by providing additional prompts and reinforcement.

Sample Behavior Goals:

- By x/x/xx, given positive behavioral supports, (visual supports, positive reinforcement, designated replacement behaviors, and additional instructional strategies)student will respond to the teacher's prompts, addressing target behaviors, without needing additional help from the SCIA with 100% accuracy in 4 out of 5 days, as measured by teacher and SCIA observation and/or data collection.
- By x/x/xx,given positive behavioral supports (visual supports, positive reinforcement, designated replacement behaviors, and additional instructional strategies), student will work independently for x minutes with no target behaviors with 100% accuracy in 4/5 trials as measured by teacher and/or SCIA observation and data collection.
- By x/x/xx, given positive behavior intervention supports, (visual supports, positive reinforcement, designated replacement behaviors, and additional instructional strategies) Student will participate in a small/large group activity independently for x minutes with 100% accuracy in 4/5 trials as measured by teacher and SCIA observation and/or data collection.
- By x/x/x, given positive behavior supports, (visual supports, positive reinforcement, designated replacement behaviors, and additional instructional strategies) student's target behavior will decrease (using frequency: from x instances a day to x instances a day, using percentages: by 50%, etc.) as measured by teacher and SCIA observation and/or data collection.
- By x/x/x, given positive behavior supports, (visual supports, positive reinforcement, designated replacement behaviors, and additional instructional strategies) student will comply with adult (teacher and/or SCIA) directions with 100% accuracy in 8 out of 10 trials as measured by teacher and SCIA observation and/or data collection.

Sample Daily Schedule

Time	Subject /Period	Support level	SCIA Location	Reactive Strategies	Reinforcement Procedures
8:00-8:30	Circle	Partial Support SCIA will prompt student for replacement behavior of raising hand.	SCIA is at edge of carpet ready to prompt for replacement behaviors.	If student blurts out ignore the blurt and prompt him to raise his hand.	If student is sitting quietly then give blue ticket around every 90 seconds. Every time student raises his hand (replacement behavior) give a blue ticket. Blue ticket should be given with specific praise.
8:30-10:25	ELA	Continuous Support SCIA will prompt student to ask for help or to take breaks. When he asks for help SCIA will scaffold work and follow prompting hierarchy. See any ELA goals on IEP.	SCIA is sitting next to student either working 1:1 or in a small group with student. When possible SCIA will step back when teacher or peer work with student.	If Student engages in any tantrums prompt the replacement behaviors. If Student escalates attempt a switch of staff. If that doesn't work then call admin to help de-escalate.	Every time student asks for help SCIA will provide appropriate amount of help and a blue ticket. Every time Student asks for break SCIA will provide break options and a blue ticket.
10:25-10:45	Recess	Independent	Not in classroom	N/A	N/A
10:45-11:55	Math	Partial Support SCIA will prompt for replacement behavior asking for help and taking breaks. SCIA will create opportunities for peer and teacher support. See any Math goals on IEP	SCIA will be walking around the class and assisting other students. If antecedent behavior is present SCIA is be in closer proximity (several feet away)	Same as above.	Every time student asks for help SCIA will provide appropriate amount of help and a blue ticket. Every time Student asks for break SCIA will provide break options and a blue ticket. SCIA will provide blue tickets for feedback of student working with other students or teacher successfully.
11:55-12:45	Lunch	Independent	Not in classroom	N/A	N/A

12:45-1:30	Sci/ Soc Studies	Partial Support-Decreased Support SCIA will prompt for replacement behavior asking for help and taking breaks. SCIA will create opportunities for peer and teacher support.	SCIA will be walking around the class and assisting other students. SCIA should try to be out of sight of student and when possible leave class for short periods of time.	Same as above.	Every time student asks for help SCIA will provide appropriate amount of help and a blue ticket. Every time Student asks for break SCIA will provide break options and a blue ticket. SCIA will provide blue tickets for feedback of student working with other students or teacher successfully.
1:30-2:35	Enrich-ment	Independent	Not in classroom	N/A	N/A

Other considerations

Levels of Fade Plan: the goal is to move from continuous, partial, to decreased support to build independence using the following measures.
Intensity: Prompting hierarchy (see below)
Proximity: Moving further and further away
Frequency: Decreasing the number of prompts (through teacher and peer intervention)

Continuous Support
The classroom teacher is providing prompts on a typical level (group instruction and also individualized prompts).
Goal: To maintain safety, help with accommodations and modifications, and teach and reinforcer replacement behaviors.

- Intensity: The SCIA uses the most intrusive prompts (physically guiding or modeling while also providing verbal prompting) to teach the replacement behavior and maintain safety.
- Proximity: The SCIA is close the student through the majority of the day. (within a distance to implement trials, prompt the replacement behaviors, or provide reinforcement) to the student.
- Frequency: The SCIA is providing assistance throughout the class period. Prompts and possible reinforcement are delivered frequently and immediately.

Partial Support
The teacher and SCIA should also be facilitating peer relationships. The classroom teacher provides approximately 50% of the initial prompts and the SCIA follows up with additional prompts and reinforcement when necessary. Review of schedule and identification of successful times in the day (when student is safe and behavior has the least interfering effects on their learning). Use this information to identify times when the SCIA could be outside of the room.
Goal: Transfer from contrived opportunities and continuous levels of reinforcement to more naturalistic opportunities and intermittent levels of reinforcement.

- Intensity: The SCIA progresses through the prompting hierarchy and is delivering less intrusive prompts to prompt the replacement behavior.
- Proximity: The SCIA is intermittently near the student and roams the class helping other students.
- Frequency: If assistance is needed, the SCIA delivers assistance only after the student has been allowed sufficient time and opportunity to respond. Begin introducing to peer helpers.

Decreased Support
The classroom teacher provides all of the initial prompts and the SCIA follows up with additional prompts when necessary.
Goal: To Fade the SCIA from the classroom and transfer instructional control over to the teacher.

- Intensity: The SCIA should be providing the least intrusive prompts such as gestural or visual prompting.
- Proximity: The distance between the student and SCIA is increased. The SCIA primarily works with the class and does their best to be outside of the student's field of vision.
- Frequency: If assistance is needed, the SCIA attempts to have peers or the teacher provide support. Only when this is not possible will the SCIA step in for assistance.

Prompting Hierarchy

Try First	1	Partial Physical Prompt Teacher/SCIA provides: physical guidance towards target skill. i.e. teacher nudges or touches students hand and points to pencil
	2	Gestural Prompt Teacher/SCIA provides: physical reference to skill/task as hand i.e. teacher points to word problem, teacher points to pencil
	3	Modeling Prompt Teacher/SCIA provides: demonstration of target skill i.e. teacher claps and then students clap, teacher staples paper, then students staple paper.
Try Last	4	Visual Prompt Teacher/SCIA provides: pictures or other visual supports i.e. color coded cards/ first then cards (supports will need to be taught)
	5	Verbal Prompt Teacher/SCIA provides: oral, telling i.e. "write your name"

What is the role of the parent in considering the need for special circumstances instructional assistance (SCIA)?	Parents should be active participants in the decision making process when considering the need for additional individualized modifications and supports for their child. This is always an IEP team decision. First and foremost, the goal for all children is to encourage, promote, and maximize student independence. If not carefully monitored, additional assistance can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where additional support may be required. If the team determines that a student needs additional help, family members need to contribute to the decision making and planning about how the special instructional assistance will be delivered. The following questions are intended to assist parents and other IEP team members in discussing this issue.
What accommodations or modifications are needed and who will deliver these Accommodations? **What accommodations or**	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 these modifications and accommodations. In most situations, the teacher or existing instructional staff will be able to provide the support to the student's program. In other situations, additional support staff 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 assigning a specific staff member to provide individual special circumstances assistance include: ● 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 staff member for initial transition into a new setting for a specific time period ● Utilizing volunteers and foster grandparents ● Using assistive technology to encourage more independent functioning ● Team teaching with instructional staff alternating between two classrooms

modifications are needed and who will deliver these Accommodations? (Con't)	● Reviewing and/or revising the behavior support plan The IEP team may determine that special circumstances instructional assistance is needed. It is not the role of the team members to assign an individual person to perform the identified services. That responsibility typically belongs to the principal or district special education and/or personnel department.
If additional special circumstances instructional assistance (SCI Assistance) is determined to be appropriate, what questions need to be asked?	1. What is the special circumstances instructional assistance (SCI Assistance) support to be provided? The IEP should include a specific description of the support to be provided.
	2. Where will the services be provided? The IEP should describe the educational setting(s) in which the student will be working with SCI Assistance. For instance, whether the SCI Assistance will be provided in the general education setting and/or the special education setting should be discussed and documented in the IEP.
	3. How much time will SCI Assistance be provided for my child? The IEP team should specify the approximate schedule when SCI Assistance is needed.
	4. How long will the services be needed? SCI Assistance 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, on-going individual assistance can easily and unintentionally foster dependence.
	5. Who will provide the services? The IEP team should list the position of the person(s) responsible. The name(s) of the staff member(s) should not be listed. Questions about substitutes or coverage in the event that a staff member is absent may need to be addressed for some students.
	6. How will we know when the student 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 SCI Assistance? How will we know when the student has attained mastery of these skills?