

## **POLICY 4001**

### **YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)**

#### **SPECIAL CIRCUMSTANCE INSTRUCTIONAL SUPPORT**

##### **POLICY:**

It shall be the responsibility of each member Local Education Agency (LEA) of the Yolo County SELPA to make provisions for service delivery options for individuals with exceptional needs which are consistent with both state and federal laws pertaining to the continuum of alternative placements and least restrictive environment. IDEA 2004 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. The goal for any student with special needs is to develop maximum independence. The Individualized Education Program (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.

When an IEP Team is considering adding Special Circumstance Instructional Assistance (SCIA) as a related service for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. A student's total educational program must be carefully evaluated to determine where support is indicated, such as:

1. Health
2. Personal Care
3. Behavior Support
4. Instruction
5. Least Restrictive Environment

Children require different levels of support and a plan must be developed and monitored in accordance with the individual's unique needs and the particular setting. It is important for the plan to specify the conditions and circumstances under which special circumstance support appears appropriate for a student. Regardless of the circumstances, which may indicate the need for special circumstance support, it is imperative for every plan to address the roles of teacher, support, plan monitoring, schedule and review for fading the support, with comparative review of independent skill sets. If the IEP Team recommends SCIA support, the team is responsible for developing goals and monitoring the student's progress so that this additional support can be faded

as soon as possible. If not carefully monitored and evaluated on a regular basis, additional SCIA support can unintentionally foster dependence.

The Yolo County SELPA has developed Procedures to inform the implementation of this Policy. These Procedures address the need for an assessment for the need of SCIA, IEP documentation, monitoring and fading of SCIA and the roles and responsibilities of IEP Team members.

Reference: EC 56205-56208

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§300.114

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## **PROCEDURE 4001**

### **YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)**

#### **SPECIAL CIRCUMSTANCE INSTRUCTIONAL SUPPORT**

##### **PROCEDURE:**

By law, special education and related services to students with disabilities must be provided in the “least restrictive environment.” When an Individualized Education Program Team is considering SCIA (Special Circumstance Instructional Assistance) support for a student, all aspects of the student’s program must be considered, with the intent of maximizing student independence. The IEP team is responsible for the design of the student’s program and designating personnel to implement the program. Teams need to complete a careful analysis to ensure that the IEP offers a free appropriate public education (FAPE) in the least restrictive environment (LRE) when addressing the need for a SCIA.

##### **Areas of Need**

It is important that the IEP team consider which type(s) of assistance listed below is needed. This information can be used to determine what activities and/or the amount of time that the SCIA will be needed.

1. Health
  - a. Specialized Physical Health Care: Some intensive health supports may necessitate SCIA support services for an indefinite length of time
  - b. Assistance with medical needs: Some students need additional assistance for medical reasons. If so, the team should consider the doctor’s orders and the time of day and duration. Some medically related supports might be necessary only for brief periods per day/week. The team may consider if nursing assessment is required and/or the health conditions to determine the qualifications of the individual needed for the SCIA support services (ie. Para-educator, Licensed vocational nurse, etc.)
2. Personal Care
  - a. Self-help and bathroom needs: If a student needs assistance with toileting or other self-help skills, the team should note the times and duration for this activity. This should only be for brief periods of the day.
  - b. Assistance during snack or lunch: If the student requires assistance with feeding, etc., note the type of assistance

needed and note the times and duration required. Encourage reliance on peer helpers (with supervision) or other natural supports as much as possible for obtaining food, opening containers, etc.

3. Behavior

- a. Due to behavior challenges, some students may need intensive support from a SCIA support in order to assist staff in implementing a Behavior Intervention Plan due to high frequency/duration/intensity of the behaviors.
- b. A SCIA support may be needed for a specified period to collect data while regular classroom staff are implementing a Behavior Intervention Plan

4. Instruction

- a. Curriculum adaptation: adaptations of the curriculum (highlighting, copying, enlarging, adding icons, cutting and pasting, etc.) should be done in collaboration with and approval of the teacher. Curriculum adaptation do not need to be done in the classroom or in the physical presence of the teacher.
- b. Instructional Support: A SCIA support can implement teacher-modified curriculum to address gaps in student achievement

5. Least Restrictive Environment

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

**Assessment**

Following the request for a SCIA, an assessment plan is developed. The evaluation areas necessary for the SCIA assessment (Health and/or Behavior) should be checked and the examiner or examiners titles entered.

To be completed by the multi-disciplinary team (e.g. special education teacher, general education, school psychologist):

1. School Day Description and Assistance Needed
2. SCIA Rubric
3. Yolo County SCIA Multi-Disciplinary Summary of Referral
4. Independence Plan

The information in all four components are then drafted into an assessment report, along with the other required components of an assessment, including background information, observations, interviews, and review of previous records.

This assessment should consider the current level of support within the classroom for the student, identify when the student requires additional support, and what that support should be. The student's progress on goals should also be considered when determining if SCIA support is necessary. The IEP team should also review the Yolo County SELPA policy on Class-size ratios for guidance when determining if additional student support is required.

### **IEP**

For each area in which SCIA support 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 Accommodations section of the Services page

If additional SCIA support is required as a result of a student's behavioral difficulties, the student's IEP should include a Behavior Intervention Plan (BIP).

If the decision is made to provide SCIA support, it is written in to the IEP with specific goals, monitoring, fading strategies, and review dates. SCIA must be coded in the Services page. Areas of need should be described in the comments section of the service or on the Notes page.

For areas in which increased independence is possible, note the means for evaluation whether the SCIA support continues to be needed. In these cases, a systematic plan must be written to address how the support will be monitored and faded as independence increases.

When a SCIA is provided to assist a student 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 is faded or removed or a date

when the SCIA will be discontinued. SCIA support is not a person, but a related service.

### **Evaluation, Monitoring and Fading**

The student's Case Manager is responsible for the monitoring and fading of SCIA. When it is appropriate to begin fading SCIA support, the Case Manager will meet with the IEP team to develop a fade plan that is included in the student's IEP. The Case Manager will review the data collected as part of this fade plan and provide the SCIA provider(s) with strategies for fading and promoting increased student independence and goal attainment. As a method of evaluation of the SCIA, the SCIA assessment should occur as determined by the IEP team and as otherwise may be required by law. When fading SCIA support, IEP Teams should consider utilizing the following forms/supports:

1. Independence analysis
2. IEP goals and objectives charting
3. Techniques to promote independence list

### **Roles and Responsibilities of the SCIA Provider(s)**

#### **SCIA Provider**

The role of a SCIA provider includes many aspects of daily classroom activities. When the IEP team determines that a paraprofessional is needed to assist a student for special circumstances, a SCIA is assigned and becomes a member of the school 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 takes direction from the classroom teacher and case manager.

Support to the student is defined in the IEP and through the goals and objectives. It is important for the SCIA provider(s) to become familiar with the expected outcomes and to have a variety of strategies at hand to assist students in achieving their goals. It is the responsibility of SCIA providers to implement the lessons provided by the teacher/case manager and to keep the classroom teacher and case manager informed about the student's progress toward goals.

#### **Teacher**

Both the general education teacher and the case manager will work together to develop the guidelines for the SCIA provider(s). The teacher remains responsible for student instruction. As the student with the SCIA support gains skills, the teacher must increase their role in the reinforcement of positive behaviors and curriculum adaptations to the student.

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