

STUDENT SUPPORT PLAN

BRIEF FUNCTIONAL ASSESSMENT

There are several different categories to include in the brief functional assessment. This portion of the plan is especially helpful for new staff working with the student. It gives a snapshot of the different levels of support the student needs for basic daily activities throughout the day. This section does not have to be long, just enough to convey the types and levels of support the student needs in each area.

Communication: List how the student communicates with others. This should include both expressive and receptive communication. If the student is using AAC, list the level of support the student needs to communicate.

Example: Student understands basic verbal speech. Use short phrases and allow 10-15 seconds for processing time. Student communicates using a GoTalk with moderate staff assistance. Student is beginning to use switches to communicate.

Toileting: This is important, even if the student is independent in toileting. Many students won't ask to use the bathroom, but then become frustrated and upset when they need to go. List the levels of support the student needs to be successful in toileting.

Example: Student is toilet trained but does not ask to use the bathroom. Remind student to use the bathroom every few hours. Student becomes agitated when she needs to use the bathroom. If student is agitated, encourage her to use the bathroom.

Eating Skills: This is where you put the levels of support needed for a student to eat. If a student uses a g-tube, list who should be in charge of the feedings and how much to give at a time.

Example: Student is able to eat independently, with staff prompts to use his utensils. Student prefers to be fed, and will allow staff to do so if they do not prompt him to begin eating. Student eats mostly soft foods, and also needs his food cut into small bites to avoid choking.

Medical Issues: Any medical issues, as well as who supports the students medical issues and any medications, go here. Some common issues are asthma, seizures, and food allergies.

Example: Student has a seizure disorder. Please see seizure plan located in the classroom. Student takes medication at home for seizures. If student seizes at school, please follow the seizure plan.

Mobility: List any mobility concerns here.

Example: Student is ambulatory, but does not attend to his surrounds. Student occasionally bumps into walls or other people. Remind student to focus on where he is going.

Safety: List any safety concerns the student may have here. Common safety concerns include running away, not being aware of stranger danger, being overly friendly or familiar with people (for kids above elementary age, this includes hugging staff and teachers), no awareness when in public/outside, no understand of “hot” or “dangerous”.

Example: Student does not have safety awareness. You can give the student his space, but make sure that you are within eyeshot at all times, to help him avoid dangerous situations. Student must not be left attended outside as he does not understand that cars are dangerous.