Determining Levels of Support

Note-Taking Guide

Personal Goal for Day:

How Do We Currently Determine Levels of Support for each student with an IEP?



What Does Support Look Like?

LRE Considerations:

Goldilocks Effect:

Too Little:

Too Much:

Just Right:

Let’s Practice:

Meet Your Student

Use Data to Guide Your Decision Making Process

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Disability: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Impact of Disability:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Impact Accomm Modification Data LOS

Sources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reading |  |  |  |  |  |
| Math |  |  |  |  |  |
| Sci/S.S |  |  |  |  |  |
| Behavior |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Self-Help |  |  |  |  |  |

Reflections: