

1:1 Aide

A 1:1 aide is considered highly restrictive.

The goal in providing 1:1 aide service is independence.

A written 1:1 aide narrative checklist is required annually for all students for whom a 1:1 aide is being requested. This form is to be filled out by the Special Education teacher with consultation from the Psychologist, General Education teachers and the Principal.

1:1 Aide requests for students transitioning from preschool to school age programs must follow the same data collection procedures and criteria as for any other school age request.

A CSE should clearly consider whether a 1:1 aide is needed at all times.

In many cases the district provides aides in classrooms. These aides should be the first line of service for those students that need additional attention, supervision and support.

An indication of 1:1 aide service on an IEP must be accompanied by analogous goals related to the need.

There are three types of 1:1 Aides:

1:1 Aide

Habilitation – Feeding, toileting, lifting, moving, etc....

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Physical Intervention – for students who require physical intervention on a consistent basis and who require constant monitoring to ensure safety.

1:1 Aide

Student Assistance – for the student whose curriculum needs to be modified to the functional level. These are students with severe disabilities and are expected to earn IEP diplomas. These students will be grouped (clustered) to ensure that adults are shared.

1:1 Aide Worksheet

New Request for Aide _____

Continuing Request for Aide _____

1. What are the specific reasons for requesting a 1-1?
 - a. Habilitation
 - b. Physical Intervention
 - c. Student Assistance

2. What interventions have been tried or are currently in use?

3. What data has been collected and how does that support the request? (attach FBA's, BIP's , etc...)
 - a. data collection (1.e. rating forms)
 - b. observer (i.e. teacher, administrators, psychologist, counselor)
 - c. interpretation/hypothesis

4. What specifically will be accomplished with a 1-1?
 - a. That can the student do without assistance?
 - b. What can the student not do, for which he/she needs accommodations?
 - c. What can the student not do, for which he/she needs assistance?
 - d. Identify areas to promote social acceptance.
 - e. Identify areas to target independence.

1:1 Aide Worksheet – Part 2

New Request for Aide _____

Continuing Request for Aide _____

5. What are the measurable goals and where in the school day will support be provided?
6. What are the skills necessary for success (behavior, academic) and what training will occur?
7. What are the training needs for the 1-1, classroom teachers and related support staff?
8. Timeline for development of independence:

9. Evaluation:
 - a. How will progress/success be defined?
 - b. How will progress be monitored?
 - c. When will progress be reviewed?

Signatures:

Recommending Teacher _____ **Date** _____