

Student Support Matrix

Student Name: _____

Student ID _____

Directions: Use current data and progress notes when completing the matrix. Academic/Behavior to be collaboratively completed by Case manager, School Psychologist and Gen Ed Teacher; RCSN to complete health/personal care column; PHI teacher to complete physical impairment column.

<i>Needs Related to Behavior:</i>	<i>Needs Related to Instruction:</i>	<i>Needs Related to Health/Personal Care:</i>	<i>Needs Related to Physical Impairment:</i>
<input type="checkbox"/> Follows adult directions with minimal prompts/supervision. Handles change and redirection with ease. Displays developmentally appropriate social skills. By checking the box above, you are in agreement that no concerns exist at this time.	<input type="checkbox"/> Participates in the general or separate education setting for all core grade level content and academic achievement standard areas with minimal and occasional support. By checking the box above, you are in agreement that no concerns exist at this time	<input type="checkbox"/> Student is in general good health. No specialized health care procedure or medication taken. Student has full range of motion, communicates, and independently performs all developmentally appropriate personal care. By checking the box above, you are in agreement that no concerns exist at this time.	<input type="checkbox"/> Participates without adult support for needs related to physical impairment. Able to ambulate the classroom and school campus independently. Participates in curriculum with minimal accommodation. By checking the box above, you are in agreement that no concerns exist at this time.
<input type="checkbox"/> Follows adult direction but occasionally requires positive verbal prompts. Has occasional difficulty with transitions. Mild challenges with social skills (interactions with peers and adults). Can be managed adequately with a classroom management plan.	<input type="checkbox"/> Participates in the general or separate education setting for most core grade level content and academic achievement standard areas with occasional special education supports and accommodations to support student's educational performance.	<input type="checkbox"/> Student has mild or occasional health concerns. (ex: Allergies or other health conditions) Medication administration takes less than 10 minutes time. Student needs reminders to complete developmentally appropriate personal care activities. Student does not require a Nursing IEP Services Specialized Physical Health Care Procedure (SPHCS) or Health or Nursing Services.	<input type="checkbox"/> Participates independently with accommodations in and outside the classroom. Minimal support from the teacher or peers to access the curriculum and school campus.
<input type="checkbox"/> Has problems following directions and behaving appropriately. Unable to experience much success without individual Behavior Intervention Plan (BIP) implementation.	<input type="checkbox"/> Participates in the general or separate education setting for core grade level content and academic achievement standard areas with regular/routine special education supports and accommodations to support student's educational performance.	<input type="checkbox"/> Student has chronic health issues that require medication and/or Nursing IEP Services (SPHCS/HNS). Student is able to verbalize health concerns. Health related interventions 10-30 min. daily (diet, blood sugar, medication). May require hands-on assistance for personal care/toileting. May have Individualized Student Health Plan (ISHP).	<input type="checkbox"/> Participates with intermittent standby assistance, adult supervision and/or adult prompting when ambulating the school campus and when in the classroom.
<input type="checkbox"/> Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) with behavior goals and objectives in the IEP. Requires close visual supervision to implement BIP. Safety issues are present.	<input type="checkbox"/> Participates in the general or separate education setting for some core grade level content and academic achievement standard areas with moderate special education supports and accommodations to support student's educational performance.	<input type="checkbox"/> Student has SPHCS/HNS and medication(s). Student presents with limited mobility and communication. Physical limitations requiring assistance (e.g., stander, wheelchair). Special food prep or feeding. Health related interventions 30-60 min. daily. Frequent physical prompts and assistance for personal care/toileting. Has ISHP.	<input type="checkbox"/> Participates with adult assistance when walking about the school campus and/or when using the bathroom. Requires adult support during lunch and/or snack time. Requires some accommodations and assistance to access the curriculum in the classroom.
<input type="checkbox"/> Serious behavior problems with potential for injury to self and others, run-away, aggressive on a daily basis. Functional Behavior Assessment (Hughes Bill) has been completed and the student has a well- developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.	<input type="checkbox"/> Participates in the general or separate education setting for some core grade level content and some academic achievement standard areas and/or functional curriculum with significant special education supports and modifications to support student's educational performance.	<input type="checkbox"/> Student has an ISHP and SPHCS/HNS that requires care by specially trained employee (G tube, tracheostomy, catheterization). Student may present with limited mobility and communication and require direct assistance with positioning, bracing and personal care. Requires two-person lift. Direct adult assistance 60 or more minutes daily.	<input type="checkbox"/> Requires adult assistance for all transfers/mobility needs throughout educational environment. Requires adult assistance with accessing classroom materials, work production, self-care needs including feeding and or toileting and hygiene.

