

Student Interests

- What are the student's interests, passions, and fascinations? Are they incorporated into the student's day?
- How can the student's interests, passions, and fascinations be used to promote classroom work?
- How can the student's interests, passions, and fascinations be used to promote positive communication?
- How can the student's interests, passions, and fascinations be used to promote working with others?
- How can the student's interests, passions, and fascinations be used to give her/him leadership opportunities?
- How can the student's interests, passions, and fascinations be used to increase his/her comfort, minimize his/her anxiety, and encourage him/her to take risks?

Supporting Student Needs Within the Classroom Community *(continued)*

Environmental Supports

- Which classroom environments does the student prefer?

___ Quiet

___ Working as a whole class

___ Conversation

___ An area of the classroom besides desk or table

___ Working alone

___ A setting other than the classroom such as the library

___ Working in a small group

___ Being able to work to music

___ Working in a large group

- What position does the student prefer in the classroom?

___ Front, near the teacher

___ Center

___ Rear

___ Near peers who are good models. If so, identify the peers: _____.

Communication Supports

- Does the student have the communication skills necessary to accomplish the following actions? If not, how would you recommend she/he develop those skills?

- Gain positive attention

Recommendations:

- Participate in a favorite activity or obtain a desired object

Recommendations:

- Move from one activity to another

Recommendations:

- Protest constructively

Recommendations:

- Do others acknowledge and respect these communications?

Teaching Supports

- Are staff members trained to provide support? Do they have the necessary resources?

- Under what conditions does the student need teacher support?
 - _____ More difficult tasks
 - _____ Less difficult tasks
 - _____ Boring or repetitive tasks
 - _____ Lengthy tasks

- Are there classroom fixtures or activities that can support the student (e.g., a student who needs to move about frequently could be asked to deliver/pick up things from the school office)?

Sensory Supports

- Is the student in any one position for too long? If so, what are some viable alternatives?

- Does the student have active learning options when she/he needs them?

- Are alternate environments such as using the library to complete work available to all students?

- Are there seating options such as cushions, therapy balls, and T-stools?

Supporting Student Needs Within the Classroom Community *(continued)*

Sensory Supports *(continued)*

- Are there sensory supports such as stress balls that the student can manipulate?
- Are there sensory supports such as hard candy that a student can taste?
- Are there writing instrument options, including different sizes and grips?

Physiological Supports

- Is the student currently using any medications? Are they effective? Should their use or dosage be reevaluated? Are there any other issues that affect the student's learning?
- Are there medical conditions that impact the student's ability to learn?
- Is the student using recreational drugs? If so, what are the effects on school and learning?

