

HCPSS CLOSE ADULT SUPERVISION RUBRIC

Student: _____

Date: _____

School: _____

Grade: _____

	0	1	2	3	4	NOTES
Health/ Personal Care	General good health. No specialized health care or procedure or medications taken. Independently maintains all "age appropriate" personal care.	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete "age appropriate" personal care activities.	Chronic health issues, generic health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents.	Specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health or sensory intervention 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Requires toilet schedule, training, direct help, toileting.	Very specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization), takes medication, requires positioning or bracing multiple times daily. Health or sensory related interventions 45 minutes or more daily. Direct assistance with most personal care, including toileting. Requires two person lift. Direct adult assistance 45 minutes or more, daily.	
Communication	Independently communicates wants and needs throughout the school day.	Minimal or occasional prompts or reminders to facilitate communication with teachers and peers. Can be facilitated by existing staff or through natural structures in all settings.	Communication system is needed to facilitate social interaction and access to instruction. Requires minimal programming or modification.	Communication system requires weekly adaptations in order for student to communicate, access instruction and interact with peers. Communication system/technology necessary to access instruction. Some training required for development and use of communication system. Modeling and prompting of device usage with student.	Communication system requires daily adaptations in order for the student to communicate wants and needs. Requires frequent programming and/or modification to ensure access to instruction and social interaction. Staff require specialized training to develop and implement the communication system. Requires direct and significant modeling and prompting of device usage with student.	
Behavior/Learning behaviors	Follows adult directions without frequent prompts or class supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. Follows classroom routines independently. Remains in assigned location without reminders. Transitions independently as same age peers following natural cues.	Occasionally requires additional encouragement and prompts. Has occasional problems with peers and adults. Does not always seek out friends but engages if invited. Follows class routines with minimal verbal prompting. Remains in assigned location with minimal reminders. Transitions with minimal reminders and extra time.	Frequently requires prompts to follow directions and behave appropriately. Can be managed adequately with consistent classwide behavior supports. Follows classroom routines with structured reminders using visual/verbal cues on a regular basis. With supports student maintains expected behaviors, remains in location and transitions throughout the school day.	Frequently demonstrates interfering behaviors. Can occasionally demonstrate physical aggressions which may be harmful to self or others. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Structures and routines are reviewed and require frequent supervision to ensure expected behaviors. Requires structures and supports to manage classroom routines, transitions, and to remain in location.	Excessive demonstration of interfering behaviors with potential for injury to self or others, elopes or displays aggression on a daily basis. Functional Behavior Assessment (FBA) has been completed and the student has a well-developed, consistently implemented BIP. Identified staff have been trained on the BIP and have been Safety Care trained. Supervision required to maintain student safety. Student requires direct instruction and frequent support in the development of learning behaviors.	
Instruction	Participates in core curriculum within general education classes and requires few accommodations. Participates fully in whole class instruction. Stays on task during typical instructional activities. Can independently navigate school building. Communicates well with peers. Follows directions with few to no additional prompts.	Participates in most core curriculum with accommodations. Participates in groups at instructional level but may require accommodations such as additional prompts, cues or reinforcement. Requires some additional support to finish work. Requires reminders to stay on task, follow directions and to remain engaged in learning. Needs some social cueing to communicate appropriately with peers. Needs occasional reminders to navigate within the school environment.	Participates with visual supervision and occasional verbal prompts. Cannot always remain on task and/or participate in whole class instruction. Requires accommodations such as smaller groups, cues or reinforcement. Requires proximal supervision to navigate within the school environment. Needs modifications and accommodations to benefit from class activities. Needs frequent social cueing to communicate appropriately with peers.	Participates with close adult proximity for direct instruction and monitoring. Requires low student/staff ratio, and prompts including physical assistance to stay on task. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. Difficulty following school routines and schedules. Needs direct support to navigate the school environment. Primarily complies only with individualized directions and monitoring. Cognitive abilities and skills require significant accommodations and modifications.	Participation requires constant direct instructional. Requires low student/staff ratio, close adult proximity and prompts including physical assistance to stay on task. Always requires significant modifications and accommodations for ALL class work. Requires direct supervision to navigate the school environment. Rarely interacts with others even with adult facilitation.	

Adapted from Arner-Costello, Fran. (2005). Special circumstances paraprofessionals: Guidelines for determining need, training, supervision and fading.