

Critical Incident Student Support Worksheet

Please note that while we will do our best to provide all supports needed, we may be limited in some cases. We are hoping that you will work with us continuously to help our students succeed.

Student:	Teacher:
----------	----------

Mobility Concerns:

Strengths	<input type="checkbox"/> Can Physically Evacuate <input type="checkbox"/> Can be in small places for long periods <input type="checkbox"/> Needs to use lockdown only <input type="checkbox"/> May move slowly <input type="checkbox"/> Has mobility aids (list) <input type="checkbox"/> Two or more accessible evacuation routes (list)
-----------	--

Mobility Aids to take and evacuation routes:

Social and Communication Needs:

Strengths	Needs <ul style="list-style-type: none"> <input type="checkbox"/> Social Stories <input type="checkbox"/> Peer Buddies <input type="checkbox"/> Video Modeling <input type="checkbox"/> Social Scripts <input type="checkbox"/> Identification <input type="checkbox"/> Fidget Toys and activities (list) <input type="checkbox"/> Difficulty with change and unexpected events
-----------	--

General Supports

Strengths	Needs <ul style="list-style-type: none"> <input type="checkbox"/> trained peer buddies <input type="checkbox"/> token/point system <input type="checkbox"/> visual schedule <input type="checkbox"/> concrete models <input type="checkbox"/> specific prompts <input type="checkbox"/> systematic exposure to stimuli <input type="checkbox"/> personal space <input type="checkbox"/> staying close to an adult
-----------	---

Physical safety issues or health concerns for student?

Medications (should be in go-bag if possible)	Dietary
Behavioral	Allergies
Home	Medical Equipment (including syringes and catheters - should be in go-bag)

Behavior supports needed / Behavior support plan:

What motivates/reinforces appropriate behavior - should be in go-bags

How the student communicates, and supports that are needed:

Receptive and Listening <ul style="list-style-type: none"> <input type="checkbox"/> Understands commands with ____ steps. <input type="checkbox"/> Responds better with written directions <input type="checkbox"/> Responds better with a visual prompt <input type="checkbox"/> Has trouble with metaphor/idiom
Expressive Communication

Critical Incident Student Support Worksheet

Please note that while we will do our best to provide all supports needed, we may be limited in some cases. We are hoping that you will work with us continuously to help our students succeed.

Student:	Teacher:
----------	----------

<p>How will we acknowledge appropriate responding?</p> <hr/> <p>What should law enforcement know?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses words or sentences <input type="checkbox"/> Uses sign to communicate <input type="checkbox"/> Has assistive technology/picture card communication system <input type="checkbox"/> May have unconventional means to communicate (e.g., echolalia). <p>Nonverbal Communication and Understanding Non-Language Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs concrete cues <input type="checkbox"/> Can follow commands from ____ ft/inches away <input type="checkbox"/> Can tolerate people close by <p>Written</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is able to read and write <input type="checkbox"/> Does not read/write, but can use: <ul style="list-style-type: none"> <input type="checkbox"/> clear photographs <input type="checkbox"/> color icons and cartoon characters <input type="checkbox"/> black and white icons <input type="checkbox"/> line drawings
	<p><u>Communication with Home:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Point person: <input type="checkbox"/> Parent prefers <ul style="list-style-type: none"> <input type="checkbox"/> written <input type="checkbox"/> phone <input type="checkbox"/> email <input type="checkbox"/> other related service professionals to communicate with (releases required):
<p><u>Plan for Transitions and Unexpected Events:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual prompts and schedules follow the student <input type="checkbox"/> Use the same signal for transition: <input type="checkbox"/> Use a "surprise" icon if a known change to routine is going to happen <input type="checkbox"/> How to handle an emergency (fire, etc...) 	<p><u>Strategies to support participation in planned activities:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly defined areas (e.g., carpet squares) <input type="checkbox"/> Visual supports for task completion <input type="checkbox"/> Token systems <input type="checkbox"/> Reduced work requirements (e.g., not as many questions or steps) <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Manipulatives <input type="checkbox"/> Clear, specific instructions <ul style="list-style-type: none"> <input type="checkbox"/> verbal <input type="checkbox"/> written <input type="checkbox"/> peer models <input type="checkbox"/> pre-organized materials <input type="checkbox"/> pre-teaching or additional instruction <input type="checkbox"/> key information is highlighted or isolated <input type="checkbox"/> simplified worksheets (e.g., clip art removed) <input type="checkbox"/> Assistive Technology (note that any high-tech or

Critical Incident Student Support Worksheet

Please note that while we will do our best to provide all supports needed, we may be limited in some cases. We are hoping that you will work with us continuously to help our students succeed.

Student:		Teacher:	
----------	--	----------	--

	communication devices must be provided by the parent) <input type="checkbox"/> Color coding <input type="checkbox"/> High-interest materials <input type="checkbox"/> Additional opportunities for practice <input type="checkbox"/> Timers
--	---