

Date: \_\_\_\_\_ Setting: \_\_\_\_\_ \*Student(s): \_\_\_\_\_ Support Staff: \_\_\_\_\_

## General Education Classroom Goals & Desired Outcomes

SUPPORT STAFF		CLASS TEACHER	
	<b>Support Role</b>		<b>Class Membership/Teacher Ownership</b>
	Arrives on time		Talks to the *Ss throughout class
	Helps ALL students		Shares information to help others understand differences
	Supports & Fades, roving room whenever possible		Highlights what *Ss do well, strengths
	Helps all *Ss follow teacher directions, expectations		<b>Seating/Physical Class Arrangement</b>
	Takes initiative to help where needed		Seats *Ss next to peers not other *Ss
	Shares information to help describe differences		Directs/praises peers to work with & help *Ss
	Helps highlight *Ss strengths, be seen as able		Seats *Ss near teacher & compassionate peers who help
	Interprets unusual *S behavior, S differences & actions		Rotates peers to work with *Ss
	<b>Peer Support</b>		<b>Active Participation</b>
	Talks to peers, establishes meaningful relationships		Calls on the *Ss during class discussions
	Recruits peers to help *Ss		Assigns *Ss class role, responsibilities
	Tells peers how to help *Ss “Show ___ how to”		Finds ways to help the student participate
	<b>Active Participation</b>		Provides activity based learning tasks
	Helps simplify work, develops adaptations, make changes		Helps simplify/modify activities, homework, tests for *Ss
	Assists *Ss to raise hand, give answers, contribute		<b>Direct Instruction to *Ss</b>
	<b>Direct Instructions to *Ss</b>		Praises *Ss often for desirable actions, behavior, success
	Praises *Ss often for desirable actions, behavior, successes		Helps the *Ss with class activities, content
	Focuses on supporting and teaching *Ss IEP goals		Checks *Ss work frequently
	Attends to *Ss checking in regularly		Knows, teaches & reinforces IEP goals to *Ss
	Helps *Ss interact with peers, class teacher		<b>Collaboration With Support Staff</b>
	Tracks student performance (data, work samples)		Assigns support staff to lead small groups
	<b>Collaboration With Class Teacher</b>		Directs support staff to meet *S & class needs
	Connects with class teacher		Identifies *Ss at risk for support staff to help
	Advocates for *Ss make suggestions, intervenes, responds		
	Takes initiative to find out about class activities, homework, tests, field trips, projects, presentations		Acknowledges support staff as another “teacher” in the classroom
<b>Positive Staff Contributions:</b>		<b>Positive Teacher Contributions:</b>	
*STUDENTS		PEERS	
	Talks to peers		Talks to *Ss
	Talks to class teacher		Helps *Ss
	Participates actively in class activities, groups, pair work		Acts in a positive, respectful way toward *Ss
	Works on IEP goals		Initiates including *Ss in class activities
	Practices academic skills with class activities		Includes *Ss in conversations and discussions
	Uses choice boards, picture routines as needed		Finds ways to help *Ss complete class work
	Uses learning materials to acquire academic skills		Accepts *Ss differences
	Works as independently as possible		Multiple peers approach *Ss

\*S = Students with disabilities

**Comments:**