

Student Needs Rating Scale

Student Name: _____

School: _____ Grade: _____

PRIORITY LEVEL 1

Health Care (ex. Seizure management, Diabetes management, medical procedures):

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Student is on medication – no adult intervention required.</p> <p>Student is able to participate independently in most classroom activities.</p>	<p>Student is provided with a daily prescribed medication; requires some monitoring of medical needs.</p> <p>Student is able to participate independently in most classroom activities.</p>	<p>Student requires some monitoring of medical needs at specific times of the school day.</p> <p>Student may require some support when participating in classroom activities.</p>	<p>Student requires a daily medical procedure, ongoing monitoring of health.</p> <p>Student is monitored throughout the day, with occasional direct intervention.</p>	<p>Student is medically fragile, has a Care Plan in place requiring daily monitoring and/or intervention</p> <p>Student requires support with procedures, such as positioning to facilitate breathing or to alleviate pain, and direct intervention.</p>

Toileting/Personal Hygiene:

Level 1	Level 2	Level 3	Level 4	Level 5
Needs reminders and/or scheduled toileting	Occasional accidents, training in progress	Needs supervision and prompting	Diapers	Catheter/Colostomy

Transfers (wheelchair, walker, etc):

Level 1	Level 2	Level 3	Level 4	Level 5
Transfers independently but requires supervision	Prompted and assisted	1 person lift	2 person lift, 1x per day	2 person lift, 2x or more per day

Feeding:

Level 1	Level 2	Level 3	Level 4	Level 5
Can feed independently, but needs supervision and/or prompting	Learning to feed self; requires supervision.	Needs some direct assistance, and monitoring for safety	Difficult feed, spoon fed, completely dependent	Tube fed

Mobility:

Level 1	Level 2	Level 3	Level 4	Level 5
Some balance issues; requires indirect supervision	Mobile with supervision: walks, walker, wheelchair	May fall if not supported and/or needs a cane or walking supports	Uses a wheelchair or walker with assistance	Non mobile; requires physiotherapy exercises/positioning, and/or always needs 1-1 assistance for mobility

Safety:

Level 1	Level 2	Level 3	Level 4	Level 5
Requires indirect supervision – needs someone to “keep an eye on” him/her.	May require prompting to make safe choices.	Requires direct supervision to make good choices, particularly during unstructured times.	Frequently leaves assigned areas and/or runs away and/or destroys property.	Injures self or others on a regular basis.

PRIORITY LEVEL 2

Sensory Needs:

Level 1	Level 2	Level 3	Level 4	Level 5
Student is able to manage sensory issues with prompting.	Student benefits from in class sensory strategies and support.	Student is able to request an out of class sensory break.	Student has a scheduled daily sensory break out of class.	Student requires frequent, scheduled sensory breaks out of class throughout the day.

Communication:

Level 1	Level 2	Level 3	Level 4	Level 5
Needs reminders to use language appropriately and to check for understanding.	Difficulty using social language; may need social stories and scripts. Some difficulty expressing needs and wants; some difficulty understanding instructions	Poor receptive/expressive language; difficulty processing all language	Limited verbal skills; very difficult to understand; significant language impairment; may have an AAC device or PECS	Non-verbal, needs an augmentative communication device, or other tools such as PECS. Has an interpreter for signing.

Behaviour:

Level 1	Level 2	Level 3	Level 4	Level 5
Will shut down.	May disrupt the learning environment at times.	Disrupts the learning environment on a daily basis.	May tantrum, yell, act out, etc. when upset; occurs more than once per week	Daily tantrums, yells, becomes violent/aggressive towards others.

Social Skills:

Level 1	Level 2	Level 3	Level 4	Level 5
Needs some monitoring and coaching.	Needs prompting before engaging in social activities.	Needs assistance and social skill instruction for certain activities.	Needs more intensive, formalized social skill instructions on a weekly or bi-weekly basis.	Needs intensive one-on-one support for social activity (may injure peers or have severe problems with others).

PRIORITY LEVEL 3

Instructional Support:

Level 1	Level 2	Level 3	Level 4	Level 5
Requires occasional support with accommodations, adaptations and task completion.	Requires adaptations throughout the day, in all subject areas.	Requires individual instruction; is on a combined program of adapted learning outcomes and functional curriculum.	Is on a fully modified program, integrated 50% or more of the time.	Is on a fully modified program, less than 50% integration.

Sample

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