

**WBL/CBVI**

**LEVEL OF SUPPORT T-CHART**

**A Process to Increase Student Level's of Independence**

**Column 1:** *In this column, list the supports you are providing to the student for tasks you believe they should be able or need to be able to do for themselves. List no more than 5. Pick one to address. Gradually work on each of the 5 support needs until all have been addressed.*

**Column 2:** *In this column, determine what you will do to help the student become more self-determined and independent. Does a skill need to be taught? If teaching the skill does not work, determine an accommodation that will promote independence or the use of natural supports.*

**Column 3:** *Chart progress. Have the student, if appropriate, evaluate his/her progress on the "Level of Support" skill/behavior you chose to target (Student Self-Monitored Progress). Under the "Teacher" Column, the VAC, Job Coach, Paraprofessional or teacher charts progress on the Level of Support skill or behavior that was targeted as the "Support" priority to address. Make adjustments, if needed.*

**Staff Member Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

Question: What am I doing for the student that he/she should be doing for themselves?	What skill, behavior, or accommodation can be taught or developed to facilitate independence for the student?	Student/Teacher/JC Evaluation of Progress (Date and Rating)	
		Student	Teacher