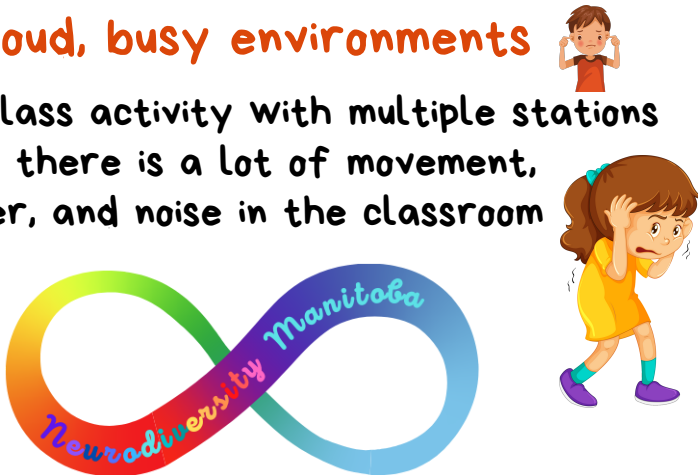


Sample Student Support Plan

What are the student's known triggers?	What are the most effective ways to support this student?*
<ul style="list-style-type: none"> Loud, busy environments <p>i.e. a class activity with multiple stations where there is a lot of movement, chatter, and noise in the classroom</p> 	<p>Offer a quiet space in the classroom where students can go when they need a break, have headphones or ear covers available if needed, as well as books and sensory items.</p> <p>It may be ideal for students to have an alternate location they can visit when they need to remove themselves from the classroom (i.e. guidance). It is extremely important that this <i>*always*</i> be the student's choice; they should never be "sent" there involuntarily.</p>
<ul style="list-style-type: none"> Other students not following the rules <p>i.e. Student has gotten in trouble previously for doing something, then sees someone else do the same action and adults don't take notice or address it.</p> <p>When the student is anxious, they'll feel a greater need to "police" others in an attempt to regain a sense of control. When they feel seen, heard, acknowledged, and validated, they will have less need to do this.</p>	<p>Adults need to do their best to be as fair and consistent as humanly possible.</p> <p>If the student notices something, do not dismiss their concerns, or tell them "not to worry about it," as this is currently not a fair or realistic expectation.</p> <p>Validate their concerns, acknowledge what they have told you, and thank them for bringing it to your attention.</p> <p>You may not need to follow up on the issue, but the student needs to feel heard. It's also important to acknowledge that adults aren't perfect and sometimes we'll miss things.</p>

Based on the student's needs & preferences

Learn more by reading my articles at twoemb.medium.com