# Student Support Plan

**Date of Initial Meeting:**

**Student Name:**

**Names and Job Title of Team Members:**

***Understanding Neuroception****: When determining supports for the student consider the student’s neuroception which is how our brains determine if a situation is safe, dangerous, or life-threatening. Brains receive information from three sources: Inside (inside our bodies, internal), Outside (the environment outside our bodies), In Between (between our bodies and others, relationships). It is important to consider all three sources of information when identifying current protective factors, identifying areas of need or concern, and designing supports.*

Student Strengths and Interests:

## Student’s Existing Protective Factors:

Inside (Internal):

Outside (Environmental):

In Between (Relationships):

## Areas of Need or Concerns (identified through a root cause analysis tool):

Inside (Internal):

Outside (Environmental):

In Between (Relationships):

## Intended Outcomes:

*What is this plan working to accomplish? What are our goals?*

## *Have these goals been shared with the student, and do they agree with them?*

*\*If not, who will share these with the student and report back to the committee?*

## Action Plan:

|  |  |  |  |
| --- | --- | --- | --- |
| **Supports:** | **Inside, Outside, or In Between** | **Person(s) Responsible:** | **Monitoring (Fidelity, progress, etc.)** |
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## Exit Criteria:

*When will these supports be removed?*

**The team will meet to review this plan on:**

## GUIDING QUESTIONS FOR FOLLOW-UP MEETINGS

1. How does the student feel about the supports they are receiving?
2. Are current supports working and being implemented to fidelity?
3. What new information do we have? What has changed?
4. Is there a need to revisit the initial Root Cause Analysis?
5. Are there any additional supports we need to consider or remove?
6. Is there anyone else that needs to be involved?
7. How can we continue to monitor progress and fidelity?
8. When will the plan be reviewed again?