

Is My Support Actually Supportive?

30 Questions to Make Sure Adult Support Is “Just Right”

Inspired by [The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported](#). Written by Dr. Julie Causton and published in 2009 in *TEACHING Exceptional Children*. 42. 10.1177/004005990904200204.

START HERE: THE GOLDEN RULE CHECK

1. Would I want this kind of support all day?
2. Would I want someone this close to me?
3. Would I want someone speaking for me this often?
4. Would I feel more capable—or more watched?
5. Would I get to choose when help shows up?

DIGNITY & PRIVACY

1. Does this support draw attention to the student?
2. Does it interrupt peer interactions?
3. Does it protect the student’s privacy?
4. Would I feel embarrassed receiving this support?
5. Would I feel respected?

INDEPENDENCE VS. DEPENDENCE

1. Does this support help the student do more—or wait more?
2. Is the student initiating, or looking to an adult first?
3. Could this task be done with fewer prompts?
4. Is the adult doing something the student could do themselves?
5. Is this support building independence—or reliance?



CHOICE & VOICE

1. Does the student have a say in how they're supported?
2. Have we asked the student what helps?
3. Do we listen when the student resists support?
4. Are we interpreting behavior as communication?
5. Would I feel in control if this were me?

PEER RELATIONSHIPS

1. Does this support create space for peer interaction?
2. Does it accidentally act as a barrier between students?
3. Could a peer support replace adult proximity?
4. Are peers positioned as helpers—or bypassed?
5. Would this support help friendships grow?

FADING & REDESIGN

1. Is there a clear plan to fade this support?
2. What is the next less-intrusive step?
3. Could the task be redesigned instead of more supported?
4. Are we removing barriers—or managing behavior?
5. If this were my job, what would I change to make it doable?

BOTTOM LINE: IF YOU WOULDN'T WANT THIS SUPPORT FOR YOURSELF, PAUSE.

Redesign the task.

Protect dignity.

Fade the support.

Center independence and belonging.

Golden Rule: *Support others as you would wish to be supported.*