

**Intellectual Disabilities  
INSTRUCTIONAL SUPPORT PLANNING PROCESS**

**Student Legal Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

DOMAIN	STRENGTHS	NEEDS	A	B	C
			Choose one (✓), see note below*		
SELF DETERMINATION/ INDEPENDENCE					
SOCIAL/EMOTIONAL FUNCTIONING					
COGNITIVE FUNCTIONING					
INDEPENDENT LIVING					
COMMUNICATION					
ACADEMIC ACHIEVEMENT					

*\*Team Decision: N/A = No impairment of functionality, A = Mild impairment of functionality; B = Moderate impairment of functionality; C = Complex and/or intense impairment of functionality.*

**Goals Developed to Address Needs Identified Above:**

**Objectives and Strategies to Address Goals Developed:** (what interventions/services/strategies can maximize functioning?)

**Data Sources to Monitor Outcome/s and Goal Achievement:** (what are the outcomes? How useful were the interventions? How can the goals/strategies/services be improved for better outcomes?)

Review Date: \_\_\_\_\_

DESCRIPTION OF DOMAIN & TYPICAL SOURCES OF INFORMATION		A (MILD IMPAIRMENTS)	B (MODERATE IMPAIRMENTS )	C (COMPLEX IMPAIRMENTS)	
		The student's level of functioning			
		<i>Student exhibits mild functional problems occasionally and intermittently</i>	<i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i>	<i>Significant functional problems occur across multiple settings</i>	
<b>SELF DETERMINATION / INDEPENDENCE</b>	<ul style="list-style-type: none"> <li>- Independence to access the larger social community</li> <li>- Ability to meet and respond to demands of daily life</li> <li>- Confidence to exercise appropriate choice making               <ul style="list-style-type: none"> <li>o independently makes appropriate social choices</li> <li>o independently demonstrates safe daily living skills and behaviours</li> <li>o ability to use private and public transport to access community services (shopping, restaurants, parks, recreation facilities)</li> <li>o ability to set realistic personal goals</li> <li>o ability to recognize and solve social problems</li> <li>o demonstrates socially appropriate sexual expression</li> <li>o ability to recognize positive and negative external influences/ resistant to manipulation (“gullibility”)</li> </ul> </li> </ul> <p><b>Possible Sources of Information:</b></p> <ul style="list-style-type: none"> <li>- File review</li> <li>- Interviews with parents</li> <li>- Strength inventories</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> With minimal support, can follow most routines and transitions</li> <li><input type="checkbox"/> Requires minimal assistance to initiate/ perform tasks, and activities (at school and in community)</li> <li><input type="checkbox"/> Cares for personal hygiene and personal grooming/clothing with minimal support</li> <li><input type="checkbox"/> Needs occasional reminders to engage in leisure activities</li> <li><input type="checkbox"/> Needs regular reminders to respect others’ feelings</li> <li><input type="checkbox"/> Prompting needed to ask for help</li> <li><input type="checkbox"/> Needs some guidance with choice making</li> <li><input type="checkbox"/> Independently or with minimal guidance can access community resources for personal health e.g. dentist, medical doctor, etc.</li> <li><input type="checkbox"/> Occasionally manipulated by others (“gullible”)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> With moderate support, can follow some but not all routines/transitions</li> <li><input type="checkbox"/> Requires moderate support to initiate/perform tasks and activities (at school and in community)</li> <li><input type="checkbox"/> Some, but not consistent care with hygiene and personal grooming/clothing</li> <li><input type="checkbox"/> Needs guidance to engage in leisure activities</li> <li><input type="checkbox"/> Needs constant reminders to respect others’ feelings</li> <li><input type="checkbox"/> Unable/unwilling to ask for help when needed (even when prompted)</li> <li><input type="checkbox"/> Needs significant guidance with making appropriate choices</li> <li><input type="checkbox"/> Requires step-by-step guidance to access community resources for personal health e.g. dentist, medical doctor, etc.</li> <li><input type="checkbox"/> Easily manipulated by others (“gullible”)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cannot follow routines/transitions</li> <li><input type="checkbox"/> Requires significant adult support to initiate/perform tasks and activities (at school and community)</li> <li><input type="checkbox"/> Disinterested in personal care and requires significant adult support (if physically capable)</li> <li><input type="checkbox"/> Needs constant support to engage in leisure activities</li> <li><input type="checkbox"/> Unable to understand others’ feelings</li> <li><input type="checkbox"/> Unable to ask for help when needed</li> <li><input type="checkbox"/> Unable to make simple choices</li> <li><input type="checkbox"/> Requires an adult to seek community resources for personal health e.g. dentist, medical doctor, etc.</li> </ul>	
	<b>Examples of Support</b>				
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional reminders and prompts</li> <li><input type="checkbox"/> Peer coaching/buddy system for social modeling</li> <li><input type="checkbox"/> Assistance to transition between some activities</li> <li><input type="checkbox"/> Transition plan</li> <li><input type="checkbox"/> Community services/agencies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management</li> <li><input type="checkbox"/> Frequent supervision</li> <li><input type="checkbox"/> Social skills training</li> <li><input type="checkbox"/> Social thinking training</li> <li><input type="checkbox"/> Direct life-skills</li> <li><input type="checkbox"/> Structured peer coaching</li> <li><input type="checkbox"/> Peer mentoring</li> <li><input type="checkbox"/> Development of functional life-skills transition plan</li> <li><input type="checkbox"/> Transition plan</li> <li><input type="checkbox"/> Community services/agencies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive, integrated case management</li> <li><input type="checkbox"/> Consistent, direct adult supervision</li> <li><input type="checkbox"/> Safety planning</li> <li><input type="checkbox"/> Functional life-skills planning</li> <li><input type="checkbox"/> Transition plan</li> <li><input type="checkbox"/> Community services/agencies</li> </ul>		

DESCRIPTION OF DOMAIN & TYPICAL SOURCES OF INFORMATION		A (MILD IMPAIRMENTS)	B (MODERATE IMPAIRMENTS)	C (COMPLEX IMPAIRMENTS)	
		The student's level of functioning			
		<i>Student exhibits mild functional problems occasionally and intermittently</i>	<i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i>	<i>Significant functional problems occur across multiple settings</i>	
<b>SOCIAL / EMOTIONAL FUNCTIONING</b>	<ul style="list-style-type: none"> <li>- Social/emotional behaviours needed to function appropriately as part of the community</li> <li>- Self-regulation skills that supports daily function (daily living, learning)               <ul style="list-style-type: none"> <li>o Impulse control</li> <li>o Coping skills</li> <li>o Appropriate sexual behaviour</li> <li>o Ability to make appropriate social choices</li> <li>o Setting realistic social goals</li> <li>o Turn taking and sharing</li> <li>o Ability to accept changes and transitions</li> <li>o Aware of positive and negative outside influences</li> </ul> </li> </ul> <p><b>Possible Sources of Information:</b></p> <ul style="list-style-type: none"> <li>- Functional assessment checklists</li> <li>- Problem behaviour checklists</li> <li>- Motivation scales</li> <li>- Behavioural checklists</li> <li>- On-task/off-task interval recording</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs some direction with changes to routine/transitions</li> <li><input type="checkbox"/> When frustrated, will respond with minor or no physical aggression</li> <li><input type="checkbox"/> Some difficulties with impulse control</li> <li><input type="checkbox"/> Some difficulties with anger control</li> <li><input type="checkbox"/> Minor levels of anxiety</li> <li><input type="checkbox"/> Occasionally fails to respond to mild behavioural intervention e.g., proximity, signalling, stating expectations, redirection, verbal correction, etc.</li> <li><input type="checkbox"/> Needs some structured behaviour management techniques /procedures e.g., token economy, checklists, shaping, response cost, quiet time, praise, etc.</li> <li><input type="checkbox"/> Occasional non-compliance/defiance</li> <li><input type="checkbox"/> Socializes with peers at a superficial level</li> <li><input type="checkbox"/> Intermittently invades personal space of others</li> <li><input type="checkbox"/> Can only read obvious and concrete social cues</li> <li><input type="checkbox"/> Easily influenced by peers to engage in risky behaviours</li> <li><input type="checkbox"/> Displays age-appropriate sexualized behaviour</li> <li><input type="checkbox"/> Occasionally uses some verbal aggression (words, volume, tone) to respond to conflict</li> <li><input type="checkbox"/> Sometimes interacts/plays with children much younger</li> <li><input type="checkbox"/> May attempt to cajole or intimidate others - antisocial or inappropriate behaviours</li> <li><input type="checkbox"/> Able to problem solve personal and interpersonal issues with minimal adult support</li> <li><input type="checkbox"/> Will take responsibility for own action only when urged</li> <li><input type="checkbox"/> Generally attempts new or novel experiences/activities independently</li> <li><input type="checkbox"/> Some inability to respect the rights of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs direct support with changes to routines</li> <li><input type="checkbox"/> When frustrated, will act out physically, with moderate force, runs away, hurts self</li> <li><input type="checkbox"/> Ongoing moderate problems with impulse control</li> <li><input type="checkbox"/> Moderate levels of anxiety/anger mgmt. problems</li> <li><input type="checkbox"/> Fails to respond to mild behavioural intervention e.g., redirection, verbal correction, proximity, etc.</li> <li><input type="checkbox"/> Needs complex behaviour intervention plans/techniques that are closely monitored/enforced</li> <li><input type="checkbox"/> Frequent non-compliance/defiance</li> <li><input type="checkbox"/> Requires adult support to socialize with peers</li> <li><input type="checkbox"/> Frequently invades personal space of others</li> <li><input type="checkbox"/> Reads obv./concrete social cues with adult coaching</li> <li><input type="checkbox"/> Requires reminders and prompts to respect public and private activities</li> <li><input type="checkbox"/> Needs adult monitoring and coaching to avoid being influenced by peers to engage in high risk behaviours</li> <li><input type="checkbox"/> Occasionally displays inappropriate sexualized behaviour (comments, touching, language)</li> <li><input type="checkbox"/> Often uses verbal aggression (words, volume, tone) to respond to a conflict</li> <li><input type="checkbox"/> Often interacts/plays with children much younger</li> <li><input type="checkbox"/> Occasionally cajoles or intimidates others into participation in antisocial or inappropriate behaviours</li> <li><input type="checkbox"/> Requires some adult guidance to problem solve personal and interpersonal issues</li> <li><input type="checkbox"/> Will take responsibility for own actions only when faced with consequences</li> <li><input type="checkbox"/> Requires some/considerable encouragement to attempt new or novel activities</li> <li><input type="checkbox"/> Frequently engages in negative self-talk, is personally discouraged</li> <li><input type="checkbox"/> Careless of the rights of others – vandalism, stealing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constantly invades personal space of others</li> <li><input type="checkbox"/> Unable to read social cues</li> <li><input type="checkbox"/> Requires constant supervision for public and private activities</li> <li><input type="checkbox"/> Requires constant adult supervision to physically avoid interaction with peers who engage in high risk behaviours</li> <li><input type="checkbox"/> Frequently displays inappropriate sexualized behaviour (comments, touching, language)</li> <li><input type="checkbox"/> Almost always uses verbal aggression (words, volume, tone) to respond to a conflict</li> <li><input type="checkbox"/> Exclusively interacts/plays with children much younger</li> <li><input type="checkbox"/> Frequently influences others into participation in antisocial/inappropriate behaviours</li> <li><input type="checkbox"/> Requires full adult support to problem solve</li> <li><input type="checkbox"/> Unwilling to take responsibility for own actions – externalizes responsibility</li> <li><input type="checkbox"/> Refuses to / rarely attempts new or novel experiences/activities</li> <li><input type="checkbox"/> Constantly uses negative self-talk, shows disappointment in self, has negative self-concept</li> <li><input type="checkbox"/> No regard for the rights of others</li> </ul>	
			Examples of Support		
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Structured class routines</li> <li><input type="checkbox"/> Breaks built into the schedule</li> <li><input type="checkbox"/> Token economy</li> <li><input type="checkbox"/> Environmental considerations (remove distractors)</li> <li><input type="checkbox"/> Develop positive relationship with key person in school</li> <li><input type="checkbox"/> Small group activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Structured class routines</li> <li><input type="checkbox"/> Staff proximity</li> <li><input type="checkbox"/> Frequent staff intervention to proactively monitor behaviours</li> <li><input type="checkbox"/> Consistent behaviour intervention strategies across domains</li> <li><input type="checkbox"/> Develop positive relationship with key person in school</li> <li><input type="checkbox"/> Interagency involvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive and individ. programming</li> <li><input type="checkbox"/> Trained personnel in non-verbal crisis intervention</li> <li><input type="checkbox"/> Highly structured beh. prog.</li> <li><input type="checkbox"/> Closely supervised social situations</li> <li><input type="checkbox"/> Ongoing medical team consultation</li> <li><input type="checkbox"/> Interagency involvement</li> <li><input type="checkbox"/> Consistent behaviour intervention strategies across domains</li> </ul>

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		The student's level of functioning		
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<b>COGNITIVE FUNCTIONING</b>	<p>The <b>Cognitive Functioning</b> Domain includes thinking, reasoning skills and problem solving. The ability to generalize learning.</p> <ul style="list-style-type: none"> <li>- Higher Order Thinking Skills</li> <li>- Language Processing</li> <li>- Phonological Processing</li> <li>- Visual-Spatial Processing</li> <li>- Processing Speed</li> <li>- Memory</li> <li>- Attention</li> <li>- Executive Functions</li> <li>- Motor Skills (fine and gross)</li> </ul> <p>Possible Sources of <b>Information:</b></p> <ul style="list-style-type: none"> <li>- File review</li> <li>- Parental input</li> <li>- Teacher(s) and Other Professionals</li> <li>- School Psychologists - --- Level C psycho-educational assessments</li> <li>- Medical/Specialist reports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some difficulties acquiring new information, making connections and generalizing</li> <li><input type="checkbox"/> Some difficulties understanding and following instructions</li> <li><input type="checkbox"/> Some difficulties with multistep and complex tasks</li> <li><input type="checkbox"/> Skills and abilities unevenly developed across assessed areas</li> <li><input type="checkbox"/> Needs concrete task presentation</li> <li><input type="checkbox"/> Some difficulties with complex problem solving</li> <li><input type="checkbox"/> Can learn information, but may not generalize or easily apply concepts learned</li> <li><input type="checkbox"/> Some difficulties understanding social/interpersonal nuances, especially when they are not easily observable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Significant difficulties acquiring new information, making connections and generalizing</li> <li><input type="checkbox"/> Significant difficulties understanding and following instructions</li> <li><input type="checkbox"/> Significant difficulties with multistep and complex tasks</li> <li><input type="checkbox"/> Skills and abilities are significantly delayed</li> <li><input type="checkbox"/> Limited to concrete tasks</li> <li><input type="checkbox"/> Very limited problem solving abilities</li> <li><input type="checkbox"/> Learns and uses skills exactly as taught (no generalization)</li> <li><input type="checkbox"/> Consistent difficulties understanding social/interpersonal nuances</li> <li><input type="checkbox"/> Significant difficulties with transitions or changes in routine</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Profound difficulties with any learning</li> <li><input type="checkbox"/> No/very little ability to understand and follow instructions</li> <li><input type="checkbox"/> Unable to perform multi-step tasks</li> <li><input type="checkbox"/> Very serious delays in all areas of cognitive functioning</li> <li><input type="checkbox"/> Requires intensive, individualized support for all tasks</li> <li><input type="checkbox"/> Little to no problem solving skills</li> <li><input type="checkbox"/> Learning tasks only when entirely individualized to personal level</li> <li><input type="checkbox"/> Unable to understand social/interpersonal nuances</li> <li><input type="checkbox"/> Unable to transition or change routine without significant support</li> </ul>
		Examples of Support		
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily or frequent contact throughout the week</li> <li><input type="checkbox"/> Adaptations and/or modifications are individualized</li> <li><input type="checkbox"/> Life skills education required</li> <li><input type="checkbox"/> Ongoing specialist teacher support for integration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management required</li> <li><input type="checkbox"/> Significant modification of learning outcomes</li> <li><input type="checkbox"/> Fully modified curriculum</li> <li><input type="checkbox"/> Repetition/reinforcement of concepts and basic academic skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive case management</li> <li><input type="checkbox"/> High degree of individualized, one-on-one support</li> <li><input type="checkbox"/> Individualized programming</li> </ul>

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<b>INDEPENDENT LIVING</b>	<ul style="list-style-type: none"> <li>- Skills required for adults to access independent living and social inclusion in the community:               <ul style="list-style-type: none"> <li>o Life Skills</li> <li>o Healthy Living Skills</li> <li>o Work Skills</li> <li>o Safety Skills</li> <li>o Budgeting Skills</li> <li>o Transportation Skills</li> </ul> </li> <li>Possible Sources of <b>Information:</b> <ul style="list-style-type: none"> <li>- Ecological inventories</li> <li>- Criterion –Referenced Assessments</li> <li>- Task analysis</li> <li>- Observations</li> <li>- Adaptive scales</li> <li>- POPARD Functional Skills Curriculum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates awareness of healthy living practices (exercise, eating, medication use, substance abuse, sexual behaviours), requires occasional reminders</li> <li><input type="checkbox"/> Demonstrates safety skills re: home, internet, community, and work, requires occasional reminders and instruction</li> <li><input type="checkbox"/> “Gullibility” results in putting self in unsafe situations</li> <li><input type="checkbox"/> Requires minimal assistance to obtain information when needing to access community resources</li> <li><input type="checkbox"/> Able to travel independently in community using public transportation</li> <li><input type="checkbox"/> Only sometimes expresses preferences and interests</li> <li><input type="checkbox"/> Can manage own money and maintain a budget with occasional monitoring</li> <li><input type="checkbox"/> Can perform basic household management tasks such as cooking and cleaning with minimal assistance</li> <li><input type="checkbox"/> Participates independently in community recreation and leisure pursuits</li> <li><input type="checkbox"/> Able to independently create a job seeker profile or resume with minimal assistance</li> <li><input type="checkbox"/> Demonstrates job search, application, and interview skills independently or with occasional guidance and support</li> <li><input type="checkbox"/> Able to work independently in paid employment with some initial training and minimal support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Requires ongoing instruction and monitoring to demonstrate awareness of healthy living practices (exercise, eating, medication use, substance abuse, sexual behaviours)</li> <li><input type="checkbox"/> Requires ongoing instruction and reminders of safety procedures re: home, internet, community, and work</li> <li><input type="checkbox"/> Requires assistance to obtain information when needing to access community resources</li> <li><input type="checkbox"/> Able to travel independently in community using public transportation on familiar routes, requires direct instruction for any new route or mode</li> <li><input type="checkbox"/> Rarely expresses personal preferences and interests</li> <li><input type="checkbox"/> Requires ongoing monitoring and guidance to manage own money and maintain a budget</li> <li><input type="checkbox"/> Requires ongoing prompting and instruction to perform household management tasks such as basic cooking and cleaning</li> <li><input type="checkbox"/> Requires monitoring and some occasional assistance to participate in community recreation and leisure pursuits</li> <li><input type="checkbox"/> Able to create a job seeker profile or resume with direct instruction and support</li> <li><input type="checkbox"/> Can demonstrate job search, application and interview skills with ongoing support and guidance</li> <li><input type="checkbox"/> Able to work independently in paid employment with ongoing monitoring/supports in place</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Requires constant supervision to ensure appropriate sexual behaviours</li> <li><input type="checkbox"/> Requires continual adult support to demonstrate awareness of healthy living practices (exercise, eating, medication use substance abuse, sexual behaviours)</li> <li><input type="checkbox"/> “Gullibility” resulting in criminal involvement</li> <li><input type="checkbox"/> Requires 24 hour supervision</li> <li><input type="checkbox"/> Others must obtain information for him/her when accessing community resources</li> <li><input type="checkbox"/> Unable to express preferences and interests</li> <li><input type="checkbox"/> Requires constant supervision to travel on public transportation</li> <li><input type="checkbox"/> Requires others to manage his/her money and maintain a budget</li> <li><input type="checkbox"/> Others perform most household management tasks such as cooking and cleaning</li> <li><input type="checkbox"/> Requires 1 to 1 support to participate in community recreation and leisure pursuits</li> <li><input type="checkbox"/> Requires others to find/create employment (work placements)</li> <li><input type="checkbox"/> Requires full time support for employment (work placements)</li> </ul>
	<b>Examples of Support</b>			
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Community job coach</li> <li><input type="checkbox"/> Natural supports on a work site</li> <li><input type="checkbox"/> Generic Community Resources</li> <li><input type="checkbox"/> Specialized Community Resources</li> <li><input type="checkbox"/> Community Life Skills Instructor Part-Time</li> <li><input type="checkbox"/> CLBC Facilitator, CYSN</li> <li><input type="checkbox"/> School team/EA</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community job coach</li> <li><input type="checkbox"/> Specialized community services and resources</li> <li><input type="checkbox"/> Full-time 1 to 1 Life Skills Instructor</li> <li><input type="checkbox"/> Recreation or leisure “buddy”</li> <li><input type="checkbox"/> CLBC Facilitator</li> <li><input type="checkbox"/> School team / EA</li> <li><input type="checkbox"/> Semi-supervised –semi-independent living situation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 24 hour supervision</li> <li><input type="checkbox"/> Supervised living situation</li> <li><input type="checkbox"/> CLBC Facilitator</li> <li><input type="checkbox"/> Specialized community services agency and resources</li> </ul>

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		<i>Student exhibits mild functional problems occasionally and intermittently</i>	<i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i>	<i>Significant functional problems occur across multiple settings</i>	
<b>COMMUNICATIONS</b>	<p><b>Receptive and Expressive Communication:</b> Understanding and using language as a tool for communication, developing literacy and academic skills</p> <ul style="list-style-type: none"> <li>- Vocabulary/syntax/semantics development</li> <li>- Auditory and language processing</li> </ul> <p><b>Pragmatic Language:</b> active listening, following social language rules, reciprocity (e.g., turn-taking, initiating communic.)</p> <ul style="list-style-type: none"> <li>- Understanding/using volume, tone and pitch</li> <li>- Understanding and using abstract language (e.g., metaphor, sarcasm, humour)</li> <li>- Understanding and use of body language (e.g., gestures and facial expression, etc.)</li> </ul> <p><b>Speech:</b> the ability to be understood and communicate orally with others</p> <p><b>Voice:</b> pitch, quality, intensity</p> <p><b>Fluency:</b> Stuttering/Cluttering</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> May have difficulty understanding multi-step instructions</li> <li><input type="checkbox"/> Often need prompts/cues to attend to conversations/class discussions/social interactions</li> <li><input type="checkbox"/> Often has difficulty using and interpreting abstract language</li> <li><input type="checkbox"/> May have difficulty interpreting/ respond. to others and using non-verbal cues</li> <li><input type="checkbox"/> Requires more time to process language</li> <li><input type="checkbox"/> May need reduced rate of oral presentation;</li> <li><input type="checkbox"/> Information may need to be presented in steps/chunks</li> <li><input type="checkbox"/> Language is simple and concrete</li> <li><input type="checkbox"/> Some difficulty communicating needs, experiences and interests</li> <li><input type="checkbox"/> Speech sound errors can affect ability to be understood by others</li> <li><input type="checkbox"/> May need Augmentative Communication systems for self-expression and learning</li> <li><input type="checkbox"/> May need some support to interact w/oth.</li> <li><input type="checkbox"/> May present with limited or excessive volume; monotone/pitch issues</li> <li><input type="checkbox"/> May have dysfluencies impeding overall communication</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Significant difficulty understanding multi-step instructions</li> <li><input type="checkbox"/> Requires significant support to attend to or participate in conversations/class discussions /social interactions</li> <li><input type="checkbox"/> Significant difficulty using and interpreting abstract language</li> <li><input type="checkbox"/> Significant difficulty interpreting, responding to, or using non-verbal cues</li> <li><input type="checkbox"/> Requires significant time to process language</li> <li><input type="checkbox"/> Requires reduced rate of oral presentation;</li> <li><input type="checkbox"/> Information must be presented in steps/chunk</li> <li><input type="checkbox"/> Significant difficulty communicating needs, experiences and interests</li> <li><input type="checkbox"/> May use some vocalizations to try to communicate with others</li> <li><input type="checkbox"/> Augmentative and/or alternative communication systems required for self-expression and learning</li> <li><input type="checkbox"/> Significant support to interact with others needed</li> <li><input type="checkbox"/> Heavy dependence on imitation/scripts to follow routines</li> <li><input type="checkbox"/> Lack of communication skills may lead to frustration/anger; often socially isolated</li> <li><input type="checkbox"/> May have moderate to severe dysfluencies impeding overall communication</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is non-verbal or minimal in verbal output</li> <li><input type="checkbox"/> Serious difficulties understanding language.</li> <li><input type="checkbox"/> Limited communication intent - vocalizations produced without clear communicative intent</li> <li><input type="checkbox"/> Constant non-verbal cueing needed to attend to interaction opportunities, instruction and discussion with others</li> <li><input type="checkbox"/> Dependent on assistance for learning and to communicate in all environments (e.g., visual supports, communication books, switches, technology)</li> <li><input type="checkbox"/> Understands simple words or short phrases (e.g. "all gone") in context only</li> </ul>	
	<p><b>Possible Sources of Information:</b></p> <ul style="list-style-type: none"> <li>- File review; family/teacher information</li> <li>- School observations</li> <li>- Speech-Language Pathology and AAC assessments</li> <li>- Fluency/Voice assessments</li> <li>- Medical/Outside agency evaluations</li> <li>- Other consultations (e.g., SET-BC, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management</li> <li><input type="checkbox"/> SLP/AAC consultation/support</li> <li><input type="checkbox"/> Teacher facilitates peer interactions, monitors understanding of instructions and provides 1-1 instruction</li> <li><input type="checkbox"/> Support personnel assistance with classroom learning</li> <li><input type="checkbox"/> Use of visual cues and prompts</li> <li><input type="checkbox"/> Liaison with home, school and community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management</li> <li><input type="checkbox"/> Ongoing SLP/AAC consultation/support and training in compensatory strategies to facilitate communication efforts</li> <li><input type="checkbox"/> Support personnel and teacher support and training</li> <li><input type="checkbox"/> Significant use of visual cues and prompts</li> <li><input type="checkbox"/> Extensive liaison required among home, school and community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive integrated case management</li> <li><input type="checkbox"/> Ongoing SLP/AAC support and training to support communication efforts</li> <li><input type="checkbox"/> Create and implement communication dictionary to help teach the child that behavior has meaning.</li> <li><input type="checkbox"/> Communication modifications are highly individualized for interaction, learning and functional skills outcomes</li> <li><input type="checkbox"/> Very extensive liaison required among home, school and community</li> </ul>	
	<b>Examples of Support</b>				

DESCRIPTION OF DOMAIN & TYPICAL SOURCES OF INFORMATION		A (MILD IMPAIRMENTS)	B (MODERATE IMPAIRMENTS)	C (COMPLEX IMPAIRMENTS)
		The student's level of functioning		
		<i>Student exhibits mild functional problems occasionally and intermittently</i>	<i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i>	<i>Significant functional problems occur across multiple settings</i>
ACADEMIC ACHIEVEMENT	Refers to the BC Ministry of Education Learning Outcomes, academic skills in reading, writing, mathematics, and oral language, as well as functional academics (money, time, applied skills).  Possible Sources of <b>Information</b> : <ul style="list-style-type: none"> <li>- File review</li> <li>- Observations</li> <li>- Parent input</li> <li>- Teacher(s) and Other Professionals</li> <li>- School Psychologists</li> <li>- Academic assessment (level B assessments, curriculum-based assessments)</li> <li>- Level C psycho-educational assessments</li> <li>- Medical/Specialist reports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student often needs adaptations and/or modified learning outcomes</li> <li><input type="checkbox"/> Needs some support to complete academic work</li> <li><input type="checkbox"/> Acquisition of academic skills requires limited support</li> <li><input type="checkbox"/> Uneven development of academic skills</li> <li><input type="checkbox"/> Generalizes some learned skills</li> <li><input type="checkbox"/> Difficulties with more complex, applied academic concepts</li> <li><input type="checkbox"/> May have relative strengths in basic academic or rote skills</li> <li><input type="checkbox"/> Requires some assistance with organization of learning materials and workspace</li> <li><input type="checkbox"/> Some difficulties with multiple tasks</li> <li><input type="checkbox"/> Some difficulties attending to instructions</li> <li><input type="checkbox"/> Represents learning (showing what is learned) through more limited variety of forms</li> <li><input type="checkbox"/> Has limited learning strategies in regular use</li> <li><input type="checkbox"/> Requires extra time to learn and complete work</li> <li><input type="checkbox"/> Often requires learning tasks to be concrete and explicit with frequent rehearsal and repetition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student requires modified learning outcomes</li> <li><input type="checkbox"/> Limited independence with academic work, requires considerable academic support</li> <li><input type="checkbox"/> Very limited acquisition of academic skills</li> <li><input type="checkbox"/> Low academic skills across areas</li> <li><input type="checkbox"/> Significant difficulties generalizing learned skills</li> <li><input type="checkbox"/> Significant difficulties with applied academic concepts</li> <li><input type="checkbox"/> Limited basic or rote academic skills</li> <li><input type="checkbox"/> Requires significant amounts of assistance managing materials required for academic works</li> <li><input type="checkbox"/> Significant difficulties with multiple tasks or multi-step learning</li> <li><input type="checkbox"/> Significant difficulties attending to instructions</li> <li><input type="checkbox"/> Very limited representation of learning</li> <li><input type="checkbox"/> Very limited learning strategies</li> <li><input type="checkbox"/> Requires significant amount of extra time to learn and complete work</li> <li><input type="checkbox"/> Only learns through step-by-step teaching with significant rehearsal and repetition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Requires significant modifications to all learning outcomes</li> <li><input type="checkbox"/> Requires fully individualized support for all learning activities</li> <li><input type="checkbox"/> Profound difficulties with any academic learning</li> <li><input type="checkbox"/> Minimal to no academic skills</li> <li><input type="checkbox"/> No generalization of learned skills observed</li> <li><input type="checkbox"/> Absence of basic or rote academic skills</li> <li><input type="checkbox"/> Requires individualized support for any use of materials or manipulative learning items.</li> <li><input type="checkbox"/> Unable to complete multiple tasks</li> <li><input type="checkbox"/> Attending to instructions very limited.</li> <li><input type="checkbox"/> Learning strategies not observed</li> <li><input type="checkbox"/> Requires significant assistance to complete even minimal work</li> <li><input type="checkbox"/> Learning very limited despite rehearsal and repetition</li> </ul>
	<b>Examples of Support</b>			
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily or frequent contact throughout the week</li> <li><input type="checkbox"/> Adaptations and/or modifications are individualized</li> <li><input type="checkbox"/> Life skills education required</li> <li><input type="checkbox"/> Ongoing specialist teacher support for integration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management required</li> <li><input type="checkbox"/> Significant modification of learning outcomes</li> <li><input type="checkbox"/> Fully modified curriculum</li> <li><input type="checkbox"/> Repetition/reinforcement of concepts and basic academic skills</li> <li><input type="checkbox"/> Life skills education required</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive case management</li> <li><input type="checkbox"/> High degree of individualized, one-on-one support</li> <li><input type="checkbox"/> Individualized programming</li> <li><input type="checkbox"/> Life skills education required</li> </ul>

