

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

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>	
SOCIAL / EMOTIONAL FUNCTIONING	<ul style="list-style-type: none"> - Social/emotional behaviours needed to function appropriately as part of the community - Self-regulation skills that supports daily function (daily living, learning) <ul style="list-style-type: none"> o Impulse control o Coping skills o Appropriate sexual behaviour o Ability to make appropriate social choices o Setting realistic social goals o Turn taking and sharing o Ability to accept changes and transitions o Aware of positive and negative outside influences <p>Possible Sources of Information:</p> <ul style="list-style-type: none"> - Functional assessment checklists - Problem behaviour checklists - Motivation scales - Behavioural checklists - On-task/off-task interval recording 	<ul style="list-style-type: none"> <input type="checkbox"/> Needs some direction with changes to routine/transitions <input type="checkbox"/> When frustrated, will respond with minor or no physical aggression <input type="checkbox"/> Some difficulties with impulse control <input type="checkbox"/> Some difficulties with anger control <input type="checkbox"/> Minor levels of anxiety <input type="checkbox"/> Occasionally fails to respond to mild behavioural intervention e.g., proximity, signalling, stating expectations, redirection, verbal correction, etc. <input type="checkbox"/> Needs some structured behaviour management techniques /procedures e.g., token economy, checklists, shaping, response cost, quiet time, praise, etc. <input type="checkbox"/> Occasional non-compliance/defiance <input type="checkbox"/> Socializes with peers at a superficial level <input type="checkbox"/> Intermittently invades personal space of others <input type="checkbox"/> Can only read obvious and concrete social cues <input type="checkbox"/> Easily influenced by peers to engage in risky behaviours <input type="checkbox"/> Displays age-appropriate sexualized behaviour <input type="checkbox"/> Occasionally uses some verbal aggression (words, volume, tone) to respond to conflict <input type="checkbox"/> Sometimes interacts/plays with children much younger <input type="checkbox"/> May attempt to cajole or intimidate others - antisocial or inappropriate behaviours <input type="checkbox"/> Able to problem solve personal and interpersonal issues with minimal adult support <input type="checkbox"/> Will take responsibility for own action only when urged <input type="checkbox"/> Generally attempts new or novel experiences/activities independently <input type="checkbox"/> Some inability to respect the rights of others 	<ul style="list-style-type: none"> <input type="checkbox"/> Needs direct support with changes to routines <input type="checkbox"/> When frustrated, will act out physically, with moderate force, runs away, hurts self <input type="checkbox"/> Ongoing moderate problems with impulse control <input type="checkbox"/> Moderate levels of anxiety/anger mgmt. problems <input type="checkbox"/> Fails to respond to mild behavioural intervention e.g., redirection, verbal correction, proximity, etc. <input type="checkbox"/> Needs complex behaviour intervention plans/techniques that are closely monitored/enforced <input type="checkbox"/> Frequent non-compliance/defiance <input type="checkbox"/> Requires adult support to socialize with peers <input type="checkbox"/> Frequently invades personal space of others <input type="checkbox"/> Reads obv./concrete social cues with adult coaching <input type="checkbox"/> Requires reminders and prompts to respect public and private activities <input type="checkbox"/> Needs adult monitoring and coaching to avoid being influenced by peers to engage in high risk behaviours <input type="checkbox"/> Occasionally displays inappropriate sexualized behaviour (comments, touching, language) <input type="checkbox"/> Often uses verbal aggression (words, volume, tone) to respond to a conflict <input type="checkbox"/> Often interacts/plays with children much younger <input type="checkbox"/> Occasionally cajoles or intimidates others into participation in antisocial or inappropriate behaviours <input type="checkbox"/> Requires some adult guidance to problem solve personal and interpersonal issues <input type="checkbox"/> Will take responsibility for own actions only when faced with consequences <input type="checkbox"/> Requires some/considerable encouragement to attempt new or novel activities <input type="checkbox"/> Frequently engages in negative self-talk, is personally discouraged <input type="checkbox"/> Careless of the rights of others – vandalism, stealing 	<ul style="list-style-type: none"> <input type="checkbox"/> Constantly invades personal space of others <input type="checkbox"/> Unable to read social cues <input type="checkbox"/> Requires constant supervision for public and private activities <input type="checkbox"/> Requires constant adult supervision to physically avoid interaction with peers who engage in high risk behaviours <input type="checkbox"/> Frequently displays inappropriate sexualized behaviour (comments, touching, language) <input type="checkbox"/> Almost always uses verbal aggression (words, volume, tone) to respond to a conflict <input type="checkbox"/> Exclusively interacts/plays with children much younger <input type="checkbox"/> Frequently influences others into participation in antisocial/inappropriate behaviours <input type="checkbox"/> Requires full adult support to problem solve <input type="checkbox"/> Unwilling to take responsibility for own actions – externalizes responsibility <input type="checkbox"/> Refuses to / rarely attempts new or novel experiences/activities <input type="checkbox"/> Constantly uses negative self-talk, shows disappointment in self, has negative self-concept <input type="checkbox"/> No regard for the rights of others 	
			Examples of Support		
			<ul style="list-style-type: none"> <input type="checkbox"/> Structured class routines <input type="checkbox"/> Breaks built into the schedule <input type="checkbox"/> Token economy <input type="checkbox"/> Environmental considerations (remove distractors) <input type="checkbox"/> Develop positive relationship with key person in school <input type="checkbox"/> Small group activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Structured class routines <input type="checkbox"/> Staff proximity <input type="checkbox"/> Frequent staff intervention to proactively monitor behaviours <input type="checkbox"/> Consistent behaviour intervention strategies across domains <input type="checkbox"/> Develop positive relationship with key person in school <input type="checkbox"/> Interagency involvement 	<ul style="list-style-type: none"> <input type="checkbox"/> Intensive and individ. programming <input type="checkbox"/> Trained personnel in non-verbal crisis intervention <input type="checkbox"/> Highly structured beh. prog. <input type="checkbox"/> Closely supervised social situations <input type="checkbox"/> Ongoing medical team consultation <input type="checkbox"/> Interagency involvement <input type="checkbox"/> Consistent behaviour intervention strategies across domains

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

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

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COMMUNICATIONS	<p>Receptive and Expressive Communication: Understanding and using language as a tool for communication, developing literacy and academic skills</p> <ul style="list-style-type: none"> - Vocabulary/syntax/semantics development - Auditory and language processing <p>Pragmatic Language: active listening, following social language rules, reciprocity (e.g., turn-taking, initiating communic.)</p> <ul style="list-style-type: none"> - Understanding/using volume, tone and pitch - Understanding and using abstract language (e.g., metaphor, sarcasm, humour) - Understanding and use of body language (e.g., gestures and facial expression, etc.) <p>Speech: the ability to be understood and communicate orally with others</p> <p>Voice: pitch, quality, intensity</p> <p>Fluency: Stuttering/Cluttering</p>	<ul style="list-style-type: none"> <input type="checkbox"/> May have difficulty understanding multi-step instructions <input type="checkbox"/> Often need prompts/cues to attend to conversations/class discussions/social interactions <input type="checkbox"/> Often has difficulty using and interpreting abstract language <input type="checkbox"/> May have difficulty interpreting/ respond. to others and using non-verbal cues <input type="checkbox"/> Requires more time to process language <input type="checkbox"/> May need reduced rate of oral presentation; <input type="checkbox"/> Information may need to be presented in steps/chunks <input type="checkbox"/> Language is simple and concrete <input type="checkbox"/> Some difficulty communicating needs, experiences and interests <input type="checkbox"/> Speech sound errors can affect ability to be understood by others <input type="checkbox"/> May need Augmentative Communication systems for self-expression and learning <input type="checkbox"/> May need some support to interact w/oth. <input type="checkbox"/> May present with limited or excessive volume; monotone/pitch issues <input type="checkbox"/> May have dysfluencies impeding overall communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Significant difficulty understanding multi-step instructions <input type="checkbox"/> Requires significant support to attend to or participate in conversations/class discussions /social interactions <input type="checkbox"/> Significant difficulty using and interpreting abstract language <input type="checkbox"/> Significant difficulty interpreting, responding to, or using non-verbal cues <input type="checkbox"/> Requires significant time to process language <input type="checkbox"/> Requires reduced rate of oral presentation; <input type="checkbox"/> Information must be presented in steps/chunk <input type="checkbox"/> Significant difficulty communicating needs, experiences and interests <input type="checkbox"/> May use some vocalizations to try to communicate with others <input type="checkbox"/> Augmentative and/or alternative communication systems required for self-expression and learning <input type="checkbox"/> Significant support to interact with others needed <input type="checkbox"/> Heavy dependence on imitation/scripts to follow routines <input type="checkbox"/> Lack of communication skills may lead to frustration/anger; often socially isolated <input type="checkbox"/> May have moderate to severe dysfluencies impeding overall communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Is non-verbal or minimal in verbal output <input type="checkbox"/> Serious difficulties understanding language. <input type="checkbox"/> Limited communication intent - vocalizations produced without clear communicative intent <input type="checkbox"/> Constant non-verbal cueing needed to attend to interaction opportunities, instruction and discussion with others <input type="checkbox"/> Dependent on assistance for learning and to communicate in all environments (e.g., visual supports, communication books, switches, technology) <input type="checkbox"/> Understands simple words or short phrases (e.g. "all gone") in context only 	
	<p>Possible Sources of Information:</p> <ul style="list-style-type: none"> - File review; family/teacher information - School observations - Speech-Language Pathology and AAC assessments - Fluency/Voice assessments - Medical/Outside agency evaluations - Other consultations (e.g., SET-BC, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrated case management <input type="checkbox"/> SLP/AAC consultation/support <input type="checkbox"/> Teacher facilitates peer interactions, monitors understanding of instructions and provides 1-1 instruction <input type="checkbox"/> Support personnel assistance with classroom learning <input type="checkbox"/> Use of visual cues and prompts <input type="checkbox"/> Liaison with home, school and community 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrated case management <input type="checkbox"/> Ongoing SLP/AAC consultation/support and training in compensatory strategies to facilitate communication efforts <input type="checkbox"/> Support personnel and teacher support and training <input type="checkbox"/> Significant use of visual cues and prompts <input type="checkbox"/> Extensive liaison required among home, school and community 	<ul style="list-style-type: none"> <input type="checkbox"/> Extensive integrated case management <input type="checkbox"/> Ongoing SLP/AAC support and training to support communication efforts <input type="checkbox"/> Create and implement communication dictionary to help teach the child that behavior has meaning. <input type="checkbox"/> Communication modifications are highly individualized for interaction, learning and functional skills outcomes <input type="checkbox"/> Very extensive liaison required among home, school and community 	
	Examples of Support				

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