

# PHYSICAL DISABILITIES/CHRONIC HEALTH IMPAIRMENTS INSTRUCTIONAL SUPPORT PLANNING PROCESS

(not to be used for students with Dependent Handicaps)

Student's Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

DOB \_\_\_\_\_

Date \_\_\_\_\_

DOMAIN	STRENGTHS	NEEDS	A B C		
			Choose one (✓), see note below*		
<i>PHYSICAL FUNCTIONING</i>					
<i>COMMUNICATION</i>					
<i>SOCIAL//EMOTIONAL FUNCTIONING</i>					
<i>ACADEMICS/ INTELLECTUAL FUNCTIONING</i>					
<i>SELF DETERMINATION/ INDEPENDENCE</i>					

\*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.

Note: A student who requires assistance at all times for feeding, dressing, toileting, mobility and personal hygiene should be evaluated as "dependent handicapped" (see Manual of Procedures and Guidelines).

**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	B	C
SOCIAL\EMOTIONAL FUNCTIONING	<p>– Adapting behaviours across environments and contexts to meet social/community expectations. Exhibiting social and emotional behaviours that are acceptable and support learning.</p> <p>Regulation of social/emotional functions:</p> <ul style="list-style-type: none"> <li>– impulse control</li> <li>– mood</li> <li>– anxiety</li> <li>– appropriate reciprocal social behaviour</li> <li>– appropriate sexual behaviour</li> </ul> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <ul style="list-style-type: none"> <li>– File review</li> <li>- Observation</li> <li>– Vineland-Maladaptive Scale</li> <li>– BASC</li> <li>– Connor’s Rating Scale</li> <li>– SIB-R Maladaptive</li> <li>– Functional behavior assessment</li> <li>– Physician/Child Psychiatrist</li> <li>– Other</li> </ul>	<b>The student’s level of functioning</b>		
		<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Some difficulties with impulse control</li> <li><input checked="" type="checkbox"/> Some difficulties with anger control</li> <li><input type="checkbox"/> Needs some direction with changes to routine/transitions</li> <li><input checked="" type="checkbox"/> Occasional atypical social behaviour (shouting, vocalizing, intruding)</li> <li><input checked="" type="checkbox"/> Occasionally fails to respond to mild behavioural intervention (e.g., proximity, signaling, stating expectations, redirection, verbal correction, etc.)</li> <li><input checked="" type="checkbox"/> May need some structured behaviour management techniques/procedures (e.g., token economy, checklists, shaping, response cost, quiet time, etc.)</li> <li><input type="checkbox"/> Attempts to socialize; few friends</li> <li><input checked="" type="checkbox"/> Minor levels of anxiety and/or worry</li> <li><input type="checkbox"/> Some problems with anger when frustrated or confused</li> <li><input type="checkbox"/> May not respond appropriately to praise/reinforcement</li> </ul>	<p><i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing moderate problems with impulse control</li> <li><input type="checkbox"/> Ongoing moderate problems with anger control</li> <li><input checked="" type="checkbox"/> Needs direct support with changes of routine and transitions</li> <li><input type="checkbox"/> Regular socially atypical behaviours (shouting, vocalizing, intruding)</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 fairly complex behaviour intervention plans/techniques that are closely monitored and enforced</li> <li><input checked="" type="checkbox"/> Frequent difficulty relating to peers; atypical play</li> <li><input type="checkbox"/> Moderate levels of anxiety and/or worry</li> <li><input type="checkbox"/> Becomes angry when frustrated or confused</li> <li><input checked="" type="checkbox"/> May not benefit from punishment/consequence oriented models of behaviour management</li> </ul>	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing severe problems with impulse control</li> <li><input type="checkbox"/> Severe and sustained problems with anger control</li> <li><input type="checkbox"/> Needs continuous support for changes of routine and transitions</li> <li><input type="checkbox"/> High frequency of socially inappropriate behaviours (shouting, vocalizing, intruding, uncontrolled fantasy play)</li> <li><input type="checkbox"/> Ongoing, continuous non-compliance/defiance</li> <li><input type="checkbox"/> Throws object/s, hits, tantrums, screams</li> <li><input type="checkbox"/> Sexual touching of self or others</li> <li><input type="checkbox"/> General aggression</li> <li><input type="checkbox"/> Needs intensive and immediately available interventions</li> <li><input type="checkbox"/> May need extensive “time out” and/or physical restraint</li> <li><input type="checkbox"/> Adult mediation of social situations</li> <li><input type="checkbox"/> Behaviours are dangerous to self and/or others</li> <li><input type="checkbox"/> Unable to relate to peers</li> <li><input type="checkbox"/> Severe levels of anxiety and/or worry</li> <li><input type="checkbox"/> Currently taking or recommended for psychiatric medications</li> <li><input type="checkbox"/> Excessively withdrawn</li> <li><input type="checkbox"/> Suicidal ideation</li> <li><input type="checkbox"/> Tactile defensive</li> </ul>
		<b>Examples of Supports</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some structuring of class routines (transition cueing, re-direction, slower instruction, adjustment of timelines and expectations, quiet time, etc.)</li> <li><input type="checkbox"/> Use of peer/buddy system to model social/emotional behaviours</li> <li><input type="checkbox"/> Use of small group activities to minimize distractions and simplify social/emotional interactions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent and structured class routines (clear schedules, routines, rules and expectations)</li> <li><input type="checkbox"/> Frequent staff intervention to manage behaviour</li> <li><input type="checkbox"/> Direct interventions required to prevent or stop class disruption</li> <li><input type="checkbox"/> Very explicit behaviour intervention techniques</li> <li><input type="checkbox"/> Specialized behavioural/counselling supports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive individualized programming</li> <li><input type="checkbox"/> Use of planned physical restraint.</li> <li><input type="checkbox"/> Use of supervised time-out procedures (removal from classroom environment)</li> <li><input type="checkbox"/> Unique and highly structured learning and positive behaviour support approaches</li> <li><input type="checkbox"/> Safety Planning</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
<b>COMMUNICATION</b>	<p>Receptive &amp; Expressive Communication. Understanding and using spoken language as a tool for communication.</p> <p>– Understanding body language (gestures, visual signs, facial expressions, etc.)</p> <p>– Pragmatic language: active listening, following social rules, initiating and responding to communication</p> <p>– Volume, tone and voice quality appropriate</p> <p>– Understanding non-literal language (metaphor, simile, jokes, etc.)</p> <p>– Responding to communication</p> <p>– Initiating and/or sustaining communication</p> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <p>– File review</p> <p>– Audiological evaluation</p> <p>– Visual evaluation</p> <p>– Speech-Language Pathology assessment</p> <p>– Augmentative Communication Specialist assessment</p> <p>– Functional behaviour assessment</p> <p>– Adaptive Testing:</p> <ul style="list-style-type: none"> <li>○ Vineland</li> <li>○ Scales of Independent Behavior-Revised (SIB-R)</li> <li>○ Supports Intensity Scale (SIS)</li> </ul> <p>– Psycho-educational testing</p> <p>– Medical evaluation</p> <p>– Other</p>	<b>The student's level of functioning</b>		
	<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sometimes needs prompting/cueing to attend to conversations/class discussions</li> <li><input checked="" type="checkbox"/> May need to be spoken to more slowly</li> <li><input type="checkbox"/> Some difficulty understanding instructions – may need clarification/restatement</li> <li><input type="checkbox"/> Can speak or communicate using alternative communication to express ideas, thoughts and needs</li> <li><input type="checkbox"/> Some difficulty following multi-step instructions</li> <li><input checked="" type="checkbox"/> Usually communicates needs in most environments</li> <li><input type="checkbox"/> Language may be simple (telegraphic, echolalic, stereotypic) but still communicates needs</li> <li><input type="checkbox"/> Some difficulty adjusting language to varying social situations</li> <li><input type="checkbox"/> Sometimes misinterprets body language, has difficulty with conversations, doesn't follow the flow of a conversation</li> </ul>	<p><i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Needs regular non-verbal cueing to attend to instructions and discussions</li> <li><input checked="" type="checkbox"/> May need simple gestures to enhance understanding of verbal communication</li> <li><input type="checkbox"/> Has difficulty understanding instructions</li> <li><input type="checkbox"/> Alternative or systematized methods of communication may be required</li> <li><input checked="" type="checkbox"/> May need multi-step instructions broken down</li> <li><input checked="" type="checkbox"/> Difficulty with complex sentence structure</li> <li><input type="checkbox"/> May misunderstand pragmatic language.</li> <li><input type="checkbox"/> Takes things literally</li> <li><input checked="" type="checkbox"/> Misunderstands complex sentences, language structures, verb tenses, humour, metaphor, simile</li> <li><input type="checkbox"/> Difficulty in a group with turn-taking, following topic, watching speaker</li> <li><input type="checkbox"/> Frequently ignores people speaking to him/her</li> </ul>	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Needs constant verbal/visual cueing to attend to instructions and discussions</li> <li><input type="checkbox"/> Concrete visual supports may be needed (e.g., pic symbols, pictures, gestural signs)</li> <li><input type="checkbox"/> Heavy dependence on imitation of others to follow routines</li> <li><input type="checkbox"/> Communicates basic needs and wants only with supports and prompts</li> <li><input type="checkbox"/> Absence of spoken language</li> <li><input type="checkbox"/> Rarely communicates or attempts to communicate with peers or others</li> <li><input type="checkbox"/> Verbalizations may be highly stereotyped</li> <li><input type="checkbox"/> Vocalizations used to replace language. Lack of communication skills may lead to frustration/anger</li> <li><input type="checkbox"/> Socially withdrawn in group situations</li> <li><input type="checkbox"/> Tactile defensive</li> </ul>	
	<b>Examples of Supports</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Some case management</li> <li><input type="checkbox"/> Use of verbal/nonverbal cues to gain attention</li> <li><input type="checkbox"/> Some simplification of verbal instructions</li> <li><input type="checkbox"/> Monitoring understanding of instructions</li> <li><input checked="" type="checkbox"/> SLP consultation/support</li> <li><input checked="" type="checkbox"/> Preferential seating</li> <li><input checked="" type="checkbox"/> Use of peer coach/buddy system</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management</li> <li><input checked="" type="checkbox"/> Instructional prompts, cues and signs</li> <li><input type="checkbox"/> Structured facilitated conversations</li> <li><input type="checkbox"/> Some use of alternate forms of communication (visual cues, signs, pictograms, etc.)</li> <li><input type="checkbox"/> Model and practise desired behaviour</li> <li><input checked="" type="checkbox"/> SLP consultation and support</li> <li><input checked="" type="checkbox"/> Simplify and repeat verbal instructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive integrated case management</li> <li><input type="checkbox"/> Constant, direct, structured supports</li> <li><input type="checkbox"/> Systematized communications strategies</li> <li><input type="checkbox"/> Regular use of alternate forms of communication</li> <li><input type="checkbox"/> Extensive individualized support</li> <li><input type="checkbox"/> Formal teaching of social skills</li> <li><input type="checkbox"/> Model and practise desired behaviour</li> <li><input type="checkbox"/> SLP consultation and support</li> <li><input type="checkbox"/> Simplify and repeat verbal instructions</li> </ul>		

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
<b>PHYSICAL FUNCTIONING</b>	<p>Degree to which the student's PD/CHI impedes physical independence. May include:</p> <ul style="list-style-type: none"> <li>- Mobility, feeding and toileting problems (but not at the Dependent Handicapped level).</li> <li>- Gross motor skills including safety issues, participation in physical activities (PE, dance, games, recess, classroom movement, etc.).</li> <li>- Fine motor skills including printing, writing, drawing, cutting, use of keyboard or mouse, clothing, fasteners, etc.</li> </ul> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <ul style="list-style-type: none"> <li>- File review.</li> <li>- Occupational Therapy consultation and/or therapy.</li> <li>- Physical Therapy consultation and/or therapy.</li> <li>- Augmentative Communication Specialist consultation and/or Therapy.</li> <li>- Medical/paediatric evaluation</li> <li>- Visual evaluation</li> <li>- Adaptive Testing:               <ul style="list-style-type: none"> <li>o Vineland</li> <li>o Scales of Independent Behavior-Revised (SIB-R)</li> <li>o Supports Intensity Scale (SIS)</li> </ul> </li> <li>- Psycho-educational testing               <ul style="list-style-type: none"> <li>o WISC-IV</li> <li>o Stanford-Binet IV</li> <li>o Dynamic Assessment Procedure (DAP)</li> <li>o Bender Visual-Motor Gestalt Test</li> <li>o Beery VMI (The Beery-Buktenica Developmental Test of Visual-Motor Integration), etc.</li> </ul> </li> <li>- Public Health Nurse</li> <li>- Other</li> </ul>	<b>The student's level of functioning</b>		
		<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has minor concerns that are manageable; i.e., requires occasional assistance with mobility, health or personal care needs</li> <li><input type="checkbox"/> Functions independently in the school environment most of the time</li> <li><input type="checkbox"/> Need for occasional supervision or support for medical procedures (e.g., glucose monitoring, urine testing)</li> <li><input type="checkbox"/> Some difficulty with individual participation in physical activities</li> <li><input type="checkbox"/> Some monitoring or supports for fine motor output (e.g., cutting, pasting, keyboard, mouse, etc.)</li> <li><input type="checkbox"/> May have some problems with auditory or visual tasks (e.g., discrimination, attention, tracking, etc.)</li> <li><input type="checkbox"/> Some over or under-sensitivity to environmental stimuli</li> </ul>	<p><i>A history and likelihood of ongoing impairment of functioning, but not necessarily in every setting</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Requires frequent assistance with health or personal care needs</li> <li><input type="checkbox"/> Modification/adaptation to curriculum required because of fine motor problem/s</li> <li><input type="checkbox"/> Minor adaptation for physical access</li> <li><input type="checkbox"/> Needs close monitoring to ensure physical safety during games/activities, recess</li> <li><input type="checkbox"/> Needs adaptations/modifications to ensure participation with peers in fine and gross motor activities</li> <li><input type="checkbox"/> Needs specialized software/hardware to support written output</li> <li><input type="checkbox"/> May need some supervision for eating/toileting</li> <li><input type="checkbox"/> May need specific interventions/accommodations for physical completion of visual/auditory tasks</li> <li><input type="checkbox"/> Usually over or under-sensitive to environmental stimuli</li> </ul>	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Requires intensive assistance with health or personal care needs</li> <li><input type="checkbox"/> Requires complex adaptations to curriculum because of fine and gross motor problems</li> <li><input type="checkbox"/> Unable to participate meaningfully in physical activities without significant adaptation</li> <li><input type="checkbox"/> Physical activities require direct adult supervision/support</li> <li><input type="checkbox"/> Requires augmentative communication devices/supports</li> <li><input type="checkbox"/> Unaware of need for toileting</li> <li><input type="checkbox"/> Requires adult help for feeding and toileting</li> <li><input type="checkbox"/> May need physical apparatus and specialist support for positioning and use</li> <li><input type="checkbox"/> Tactile defensive</li> <li><input type="checkbox"/> Significant lack of appropriate response to environmental stimuli</li> </ul>
		<b>Examples of Supports</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring to ensure mobility, health or personal care needs are responded to.</li> <li><input type="checkbox"/> Monitoring to ensure medication taken correctly</li> <li><input type="checkbox"/> Individual observation/monitoring around play apparatus/mechanical equipment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specialized hardware/software to enhance written output</li> <li><input type="checkbox"/> Significant direct monitoring of physical activities (gym, playground, etc.) to ensure safety and/or other medical intervention</li> <li><input type="checkbox"/> Medication administered by an adult; records maintained</li> <li><input type="checkbox"/> Some medications administered on "as needed" basis (e.g., bronchodilator, epinephrine, etc.)</li> <li><input type="checkbox"/> Glucose response protocols and emergency plans/supplies in place</li> <li><input type="checkbox"/> Support around play apparatus/mechanical equipment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive staff support for mobility, toileting, feeding (but not at the Dependent Handicapped level)</li> <li><input type="checkbox"/> Medical supports, such as gastro-feeding, by trained staff</li> <li><input type="checkbox"/> Suction, gastro-feeding, inhalation therapy at times</li> <li><input type="checkbox"/> Complex medical/safety plan in place</li> <li><input type="checkbox"/> Adult supervision/tutelage around play apparatus/mechanical equipment</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
<b>SELF DETERMINATION/INDEPENDENCE</b>	Independence to access the larger social community. Ability to meet and respond to demands of daily life. Exercising appropriate choices.	<b>The student's level of functioning</b>		
	<ul style="list-style-type: none"> <li>- Acting independently, making individual and appropriate choices without undue external influence.</li> <li>- having appropriate daily living skills including safety-related behaviours,</li> <li>- ability to use private and public transport, access public places and services (shopping, restaurants, parks, recreation facilities)</li> <li>- ability to make appropriate personal choices socially</li> <li>- setting realistic personal goals</li> <li>- ability to solve social problems</li> <li>- sexuality awareness and appropriate expression.</li> </ul>	<i>Student exhibits mild impairments in functioning occasionally and intermittently</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has most of the required skill set for functioning independently and follows most routines and transitions</li> <li><input type="checkbox"/> Functions independently in the school environment most of the time</li> <li><input type="checkbox"/> Tries to do things, with minimal assistance</li> <li><input checked="" type="checkbox"/> Interacts with peers; may need some mild social re-direction</li> <li><input type="checkbox"/> Some lack of care of personal hygiene</li> <li><input type="checkbox"/> Some lack of care for personal grooming/clothing</li> <li><input type="checkbox"/> Needs occasional reminders to engage in learning or leisure activities</li> <li><input checked="" type="checkbox"/> Needs some adult mediation/direction</li> <li><input checked="" type="checkbox"/> Some difficulties with social problem solving</li> </ul>	<i>A history and likelihood of ongoing impairment of functioning, but not necessarily in every setting</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows some but not all routines</li> <li><input type="checkbox"/> Needs some direction/prompting around social skills/interactions with peers and adults</li> <li><input checked="" type="checkbox"/> Will initiate tasks and activities but may require support to complete</li> <li><input type="checkbox"/> Disinterested in personal grooming/hygiene (allow for physical/sensory impairments)</li> <li><input checked="" type="checkbox"/> Unable/unwilling to access/use public transport without adult support</li> <li><input type="checkbox"/> Some inappropriate sexual behaviours</li> <li><input checked="" type="checkbox"/> Needs guidance to engage in learning or leisure activities</li> <li><input type="checkbox"/> Needs regular reminders about the needs of others</li> <li><input type="checkbox"/> Needs frequent adult mediation/direction</li> <li><input type="checkbox"/> Requires assistance frequently during transitioning</li> <li><input type="checkbox"/> Frequent problems with social problem solving</li> </ul>	<i>Significant impairment of functioning occurs across multiple settings</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not follow school/class routines</li> <li><input type="checkbox"/> Little desire to achieve independence (allow for physical/sensory impairments)</li> <li><input type="checkbox"/> Sexual behaviour may be overt, repetitive and significantly interfere with social functioning</li> <li><input type="checkbox"/> Few leisure interests or skills</li> <li><input type="checkbox"/> Poor impulse control</li> <li><input type="checkbox"/> Unaware of interpersonal and/or physical danger</li> <li><input type="checkbox"/> Careless of feelings or rights of others</li> <li><input type="checkbox"/> Behaviour dangerous to self and/or others</li> <li><input type="checkbox"/> Needs constant support to engage in learning or leisure activities</li> <li><input type="checkbox"/> Constant reminders/unable to understand the feelings of others</li> <li><input type="checkbox"/> Needs constant adult mediation/direction</li> <li><input type="checkbox"/> Requires continuous assistance during transitioning</li> <li><input type="checkbox"/> All social problems require direct mediation</li> </ul>
	<b>POSSIBLE SOURCES OF INFORMATION</b> <ul style="list-style-type: none"> <li>- File review</li> <li>- CASEY Life Skills</li> <li>- Observation</li> <li>- Scales of Independent Behavior-Revised (SIB-R)</li> <li>- Vineland</li> <li>- Supports Intensity Scale (SIS)</li> <li>- Other</li> </ul>	<b>Examples of Supports</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> </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 behaviour interventions</li> <li><input type="checkbox"/> Direct life-skills instruction</li> <li><input type="checkbox"/> Structured peer coaching</li> <li><input type="checkbox"/> Development of functional life-skills transition plans</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"/> Time-out/physical interventions plans ("safety plans")</li> <li><input type="checkbox"/> Functional life-skills planning</li> <li><input type="checkbox"/> Transition planning into community resources and programs</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
<b>ACADEMIC/INTELLECTUAL FUNCTIONING</b>	<p>Includes academics (reading, writing, spelling, mathematics, etc.). Thinking, reasoning skills and problem solving. Ability to generalize learning.</p> <p>– Reading - decoding, sight-word vocabulary, phonemic awareness, comprehension</p> <p>– Writing – printing, cursive, spelling</p> <p>– Mathematics – calculation (paper and non-paper), estimation, measurement, use of calculator, problem solving</p> <p>– Application of reading, writing and arithmetic to other subject areas</p> <p>– Ability to analyze new information, integrate information, generalize learning to new situations</p> <p>- Slow processing speed</p> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <p>– File review</p> <p>- Observation</p> <p>– Level B academic assessment</p> <p>– Level C psycho-educational assessment</p> <p>– TONI-2</p> <p>– Curriculum-based assessment</p> <p>– Other</p>	<b>The student's level of functioning</b>		
		<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minor adaptations to the curriculum</li> <li><input type="checkbox"/> Difficulty acquiring new information, making connections and generalizing</li> <li><input type="checkbox"/> Minor difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> May appear to lack interest in learning; requires additional encouragement</li> <li><input checked="" type="checkbox"/> Minor difficulties with multi-step or complex tasks</li> <li><input type="checkbox"/> Academic skills test as mildly delayed</li> <li><input type="checkbox"/> Skills/abilities appear evenly developed across assessed areas</li> <li><input type="checkbox"/> Some difficulty with problem-solving, especially when dealing with abstractions (multiple step sequences or abstract concepts)</li> <li><input checked="" type="checkbox"/> Much more comfortable in concrete academic tasks</li> <li><input type="checkbox"/> Inconsistent use of learning strategies</li> <li><input type="checkbox"/> Some difficulty keeping up with classroom pace</li> </ul>	<p><i>A history and likelihood of ongoing impairment of functioning, but not necessarily in every setting</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Substantial adaptations to the curriculum</li> <li><input type="checkbox"/> Ongoing problems learning new information</li> <li><input checked="" type="checkbox"/> Moderate difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Frequent problems learning new material and making connections to prior learning</li> <li><input type="checkbox"/> Easily confused by complex tasks/changes in routine</li> <li><input type="checkbox"/> Academic skills test as moderately delayed</li> <li><input type="checkbox"/> Difficulty understanding the thoughts and intentions of others (writers, peers, teachers)</li> <li><input type="checkbox"/> Some areas may be adapted, other areas are modified</li> <li><input type="checkbox"/> Has few learning strategies</li> <li><input type="checkbox"/> Significant difficulty keeping up with classroom pace</li> </ul>	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Substantially modified curriculum.</li> <li><input checked="" type="checkbox"/> Significant skill gaps due to absences/delays in attendance as result of health condition</li> <li><input checked="" type="checkbox"/> Extreme problems learning new material</li> <li><input type="checkbox"/> Extreme difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Great difficulty acquiring and generalizing new information</li> <li><input checked="" type="checkbox"/> Curriculum must be individualized to personal level</li> <li><input checked="" type="checkbox"/> Easily confused by thoughts/intentions of others (writers, peers, teachers, etc.)</li> <li><input checked="" type="checkbox"/> Academic skills test as severely delayed</li> <li><input checked="" type="checkbox"/> Heavy reliance on routine</li> <li><input type="checkbox"/> Great difficulty with transitions</li> <li><input type="checkbox"/> Great difficulty with academic/social problem solving</li> <li><input type="checkbox"/> Significant discrepancies between domains</li> <li><input checked="" type="checkbox"/> Significant lack of learning strategies</li> <li><input checked="" type="checkbox"/> Cannot keep up with classroom pace</li> </ul>
		<b>Examples of Supports</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some case management</li> <li><input type="checkbox"/> Some adaptation and/or modification of curriculum</li> <li><input type="checkbox"/> Smaller group instruction and/or individualized instruction intermittently throughout the year</li> <li><input type="checkbox"/> Allow more time</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 expectations</li> <li><input type="checkbox"/> Use of modified/adapted curriculum</li> <li><input type="checkbox"/> Structured feedback to give maximum praise/reinforcement for progress on individualized program</li> <li><input type="checkbox"/> High levels of practice and repetition (mastery learning) of functional curriculum</li> <li><input type="checkbox"/> Allow more time, give fewer questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive integrated case management</li> <li><input type="checkbox"/> Functional life-skills curriculum</li> <li><input type="checkbox"/> Individualization of learning outcomes, goals and objectives</li> <li><input type="checkbox"/> Adaptations and modifications are complex and highly individualized</li> </ul>	