

AUTISM SPECTRUM DISORDER INSTRUCTIONAL SUPPORT PLANNING PROCESS

Student's Name _____

Grade _____

School _____

DOB _____

Date _____

| DOMAIN | STRENGTHS | NEEDS | A B C | | |
|--|-----------|-------|---------------------------------|--|--|
| | | | Choose one (✓), see note below* | | |
| <i>SOCIAL INTERACTION</i> | | | | | |
| <i>COMMUNICATION</i> | | | | | |
| <i>BEHAVIOURS/EMOTIONAL FUNCTIONING</i> | | | | | |
| <i>SELF DETERMINATION & INDEPENDENT LIVING</i> | | | | | |
| <i>COGNITION</i> | | | | | |
| <i>OTHER HEALTH FACTORS</i> | | | | | |
| <i>ACADEMICS & FUNCTIONAL ACADEMICS</i> | | | | | |

*Team Decision: 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:

Data Sources to Monitor Outcome/s and Goal Achievement:

Review Date:

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A | B | C |
|---|---|---|---|--|
| SOCIAL INTERACTION | <p>-Social/Emotional Reciprocity - Sympathizes and empathizes with others in an intuitive "give and take" fashion that guides social interaction (e.g., desire to please others, concern about effects of behaviours on others)</p> <p>-Social Awareness – Understands the point of view of others</p> <p>-Social Imitation – Copies the actions and attitudes of others</p> <p>-Joint Attention</p> <p>-Symbolic play</p> <p>-Forms relationships with peers</p> <p>-Initiates social interactions and responds</p> <p>-Seeks to share social experiences with others</p> <p>POSSIBLE SOURCES OF INFORMATION</p> <p>-File review</p> <p>-ADOS (Autism Diagnostic Observation Scale) Reciprocal Social Interaction Subtest</p> <p>-ADI-R (Autism Diagnostic Interview-Revised) Current Behaviour: Qualitative Abnormalities in Reciprocal Social Interaction</p> <p>-VABS (Vineland Adaptive Behaviour Scales)</p> <p>-SIB-R (Scales of Independent Behaviour-Revised) - Social Interaction and Communication Skills</p> <p>-ASIEP-2 (Autism Screening for Education Planning)</p> <p>-Play Assessment</p> <p>-Other</p> | The student's level of functioning | | |
| | | <p><i>Student exhibits mild impairments in functioning occasionally and intermittently.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Some difficulties with social rules (turn taking, sharing, and/or initiating and maintaining interactions and conversations). <input type="checkbox"/> Engages others around shared narrow interests but has difficulty engaging interactively, accepts passive role in play, plays beside (rather than with) and seems not to notice if others are not interested. <input type="checkbox"/> Occasional unconventional play with toys (e.g., lining up toys). <input type="checkbox"/> Some difficulty understanding and using non verbal behaviours (e.g. limited facial expressions and gestures, eye contact) <input type="checkbox"/> Some shyness and avoidance of relationships, but does interact socially with some peers. <input type="checkbox"/> Initiates interactions and responds in social interactions, but in an unusual manner (odd language, fixating on limited topics/activities, silly or immature behaviours). <input type="checkbox"/> Some difficulty imitating others verbally and/or non-verbally. Imitation may be delayed or stereotyped. <input type="checkbox"/> Some difficulty empathizing and having insight into the feelings of others. Some limited interest in what others find interesting once the task demands are understood. <input type="checkbox"/> Wishes to "fit in" but may not. | <p><i>A history and likelihood of ongoing impairment of functioning, but low intensity and not necessarily in every setting.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing difficulties with social rules (turn taking, sharing, understanding emotions and perspectives of others) and with initiating and maintaining interactions and conversations. <input type="checkbox"/> Social play frequently rigid, repetitive and routine. Aware of others but usually does not enter into play with others (e.g., watches other children). <input type="checkbox"/> Frequently uses toys in very unconventional ways (e.g., lines up toys, stacks blocks). <input type="checkbox"/> Ongoing impairments with non verbal behaviours (e.g. clumsy, inappropriate body language and expressions, difficulty recognizing or responding to others expressions or emotions) may make student appear insensitive. <input type="checkbox"/> Considerable aloofness, but does engage in some degree of socially interactive activities with some people. <input type="checkbox"/> Ongoing difficulties with spontaneous verbal and/or non-verbal imitation of behaviours. Imitation may be mechanical. <input type="checkbox"/> May offend or antagonize others due to social difficulties. <input type="checkbox"/> Ongoing difficulties understanding other's thoughts and feelings. Rarely discusses personal feelings or how they believe others perceive him/her. Social interactions are usually one-sided. | <p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Severe and sustained delays with socially adaptive behaviours and responsiveness, and with social interaction in a variety of environments. Lacks modesty. <input type="checkbox"/> Extremely unusual social play or no pretend play. <input type="checkbox"/> Does not touch or play with toys. Engages in self stimulatory behaviour not involving toys (e.g., stares at toys). <input type="checkbox"/> Seriously impaired non-verbal behaviours. <input type="checkbox"/> Extreme aloofness/severe withdrawal/self isolation, appears to be oblivious or unaware of others. <input type="checkbox"/> Misses contextual cues and does not adjust social language and behaviour to varying contexts and people so behaviour is frequently inappropriate or embarrassing. <input type="checkbox"/> Does not engage in socially interactive activities, or form even limited peer friendships. <input type="checkbox"/> Seldom imitates others (verbally and/or non-verbally) severely limiting functionality. <input type="checkbox"/> Detached from the feelings of others. <input type="checkbox"/> Little or no understanding of the mental states (intentions, beliefs, desires) of others. |
| | | Examples of Supports | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction or individualized instruction intermittently throughout the year. <input type="checkbox"/> Some cueing, direct instruction and support required. <input type="checkbox"/> Social skills groups, friendship groups <input type="checkbox"/> Additional supervision during some unstructured times. | <ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction or individualized instruction on an ongoing basis throughout the year. <input type="checkbox"/> Regular cueing, direct instruction and support. <input type="checkbox"/> Integrated play groups, social stories, visual scripts, regular rehearsal, embedded routines. <input type="checkbox"/> Additional supervision during many unstructured times, particularly in social situations. | <ul style="list-style-type: none"> <input type="checkbox"/> Requires direct individualized instruction and intensive practice in most/all social situations. <input type="checkbox"/> Specific, intensive individualized support required for student to respond or engage. <input type="checkbox"/> All social situations require mediation. | |

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A | B | C |
|--|--|--|--|---|
| COMMUNICATION | <p>-Receptive & Expressive Communication – Understanding and using spoken language as a tool for communication</p> <p>-Understanding body language and facial expression</p> <p>-Communicates non-verbally with body language and facial expression</p> <p>-Pragmatic Language</p> <ul style="list-style-type: none"> - Follows social rules, shifts between speaker and listener roles, initiates and responds to communication and demonstrates prosody of speech (e.g., pitch, tone, etc) - Understands and uses non-literal language (e.g., metaphor, sarcasm, jokes) <p>-Uses imaginative play</p> <p>-Initiates and/or sustains communication</p> <p>POSSIBLE SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> -File review -Speech/Language assessments -Adaptive assessments -ADOS (Autism Diagnostic Observation Scale): Communication Subtest -ADI-R (Autism Diagnostic Interview-Revised Qualitative Abnormalities in Communication) TOPS (Test of Pragmatic Skills) -Bracken Basic Concept Scale -CELF-4 (Clinical Evaluation of Language Fundamental - 4th Ed) -Other | The student's level of functioning | | |
| | | <p><i>Student exhibits mild impairments in functioning occasionally and intermittently.</i></p> | <p><i>A history and likelihood of ongoing impairment of functioning, but low intensity and not necessarily in every setting.</i></p> | <p><i>Significant impairment of functioning occurs across multiple settings</i></p> |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Usually communicates experiences, interests, expectations or curiosity with some help. <input type="checkbox"/> Language may be appropriate and functional but sometimes unusual or idiosyncratic (e.g. echoing memorized phrases, stilted, pronoun confusion, rote repetition, lengthy monologues, pedantic or formal). <input type="checkbox"/> May be non-verbal but can use a technical communication system and can communicate through simple gestures or mime. <input type="checkbox"/> Some difficulty adjusting language to varying social situations. <input type="checkbox"/> Sometimes misinterprets body language, has difficulty with conversations, doesn't follow the flow of a conversation. <input type="checkbox"/> Sometimes appears naïve, less sophisticated and literal <input type="checkbox"/> Occasional clumsy body language (e.g., peculiar gaze, staring, inappropriate expressions). <input type="checkbox"/> Mild difficulties understanding and processing verbal information, especially if delivered quickly, in a multi step format, or if subtle or figurative language is involved. <input type="checkbox"/> Sometimes seems disinterested in the other side of a conversation and may not ask or comment on the other's thoughts. | <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes interacts and attempts to communicate with peers but has ongoing difficulties. <input type="checkbox"/> Alternative or systematized methods of communication may be required. <input type="checkbox"/> May use an alternative communication system, but not yet effectively. <input type="checkbox"/> Meaningful speech is often mixed with the echoing of memorized words or the use of stereotypical and repetitive language. Frequently difficult to follow the individual's train of thought in a conversation. <input type="checkbox"/> Ongoing difficulties adjusting language to varying social situations (e.g., often off topic, many misinterpretations and misunderstandings, "out of sync" with peers and adults, often uses inappropriate comments but doesn't understand what s/he did wrong). <input type="checkbox"/> Comprehends only simple commands and takes comments very literally (e.g. confused by phrases such as "pull up your socks"). <input type="checkbox"/> Frequently ignores others in conversation. | <ul style="list-style-type: none"> <input type="checkbox"/> Rarely initiates or attempts to communicate with peers or others. <input type="checkbox"/> Absence of spoken language. <input type="checkbox"/> Limited communication. Profound difficulties communicating by speech or other methods and is not assisted by leading questions <input type="checkbox"/> May be non-verbal with no effective communication system in place. <input type="checkbox"/> Frustration, distress, and possible aggression due to profound communication difficulties. <input type="checkbox"/> Concrete visual supports (real objects, photographs) are often essential. <input type="checkbox"/> Absence of most intelligible words or peculiar use of recognizable language (e.g., significant echolalia, stereotypical language). <input type="checkbox"/> Significant impairments adjusting language to varying social situations (e.g., has no sense of what one says to an adult vs a peer vs storekeeper. <input type="checkbox"/> Student may be interpreted by others as being intrusive or harassing since s/he does not "get" the rules and has serious difficulties with boundary issues. |
| | | Examples of Supports | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Some case management. <input type="checkbox"/> Small group or individualized instruction on an intermittent basis. <input type="checkbox"/> Some SLP consultation, visual support system and/or individualized instruction. <input type="checkbox"/> Teacher implements specialized supports and strategies in the classroom, may have mediated role playing with peers. | <ul style="list-style-type: none"> <input type="checkbox"/> Integrated case management. <input type="checkbox"/> Group support, interventions, individualized instruction on a regular basis. <input type="checkbox"/> Structured facilitated group lessons. <input type="checkbox"/> Use of visual cues and supports. | <ul style="list-style-type: none"> <input type="checkbox"/> Extensive, intensive integrated case management. <input type="checkbox"/> Detailed and direct intervention plan and support system. <input type="checkbox"/> Specialized and complex communication system required for basic needs, and specialized expertise required to maintain this system. | | |

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A | B | C |
|---|---|---|---|--|
| BEHAVIOURS/ EMOTIONAL FUNCTIONING | <p>Adapts and adjusts behaviour across environments and contexts in order to meet social and community expectations for behaviours that are desirable, socially acceptable and which support learning.</p> <p>Emotional Functioning (e.g., mood, anxiety, compulsions, thought problems, obsessive behaviours)</p> <p>Motivation</p> <p>POSSIBLE SOURCES OF INFORMATION -File review -ADOS (Autism Diagnostic Observation Scale) Stereotyped Behaviours and Restricted Interests Subtest -ADI-R (Autism Diagnostic Interview-Revised) Current Behaviour: Restricted, Repetitive and Stereotyped Patterns of Behaviour -VABS (Vineland Adaptive Behaviour Scales) -SIB-R (Scales of Independent Behaviour-Revised): Maladaptive Behaviour -ACBC (Achenbach Child behaviour Checklist) -BASC-2 (Behaviour Assessment System for Children - 2nd Ed)</p> | The student's level of functioning | | |
| | | <i>Student exhibits mild impairments in functioning occasionally and intermittently.</i> | <i>A history and likelihood of ongoing impairment of functioning, but low intensity and not necessarily in every setting.</i> | <i>Significant impairment of functioning occurs across multiple settings</i> |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Some fascination with particular people/interests/activities and avidly collects information on interest, but not intrusive. <input type="checkbox"/> Develops some elaborate routines/rituals that must be completed. <input type="checkbox"/> Some inflexibility/rigidity and may resist transitions but usually responds if cued. <input type="checkbox"/> Likes routine and sometimes unduly distressed by minor changes to the environment (e.g. taking a different route to school), but can be redirected. <input type="checkbox"/> Some interest in objects/parts of objects, but will put them down if requested. <input type="checkbox"/> Occasional stereotyped and/or repetitive body movements (e.g., hand or finger twisting or flapping) or abnormalities of posture (e.g., toe walking). <input type="checkbox"/> May not always respond to usual classroom motivators (e.g., social praise, peer pressure) or deterrents (ignoring inappropriate behaviour). <input type="checkbox"/> Some withdrawal and indifference to others. <input type="checkbox"/> Some lack of subtlety or precision in expression of emotion (e.g. distress or affection out of proportion to the situation). <input type="checkbox"/> Minor levels of anxiety and worry. <input type="checkbox"/> Some difficulty distinguishing between reality and make believe. | <ul style="list-style-type: none"> <input type="checkbox"/> Restricted range of interests/activities which intrudes on classroom functioning <input type="checkbox"/> Strong need to follow routines in precise detail and readily distressed or anxious. <input type="checkbox"/> Frequent difficulties with transitions. <input type="checkbox"/> Marked distress and resistance to trivial environmental changes. <input type="checkbox"/> Preoccupation with parts of objects or repetitive use of objects, and which often causes distress upon separation. <input type="checkbox"/> Often observed stereotypical and/or repetitive body movements or posture abnormalities, but stops if interrupted. <input type="checkbox"/> Motivated by unique, individualized interests. <input type="checkbox"/> Appears indifferent to usual motivators, rewards or deterrents. Low interest in peers. Considerable aloofness. <input type="checkbox"/> Potential to place self and others at risk. <input type="checkbox"/> May appear threatening (non-specific) <input type="checkbox"/> May run/leave assigned area. <input type="checkbox"/> Frequent difficulties modulating expression of emotions (e.g. strong reactions to seemingly minor incidents) <input type="checkbox"/> Ongoing anxiety and easily overwhelmed by everyday life demands. <input type="checkbox"/> Frequent difficulty distinguishing between reality and make believe. | <ul style="list-style-type: none"> <input type="checkbox"/> Engagement in restrictive, repetitive behaviours and interests that severely limits any other activities. <input type="checkbox"/> Persistent preoccupations with socially inappropriate topics. <input type="checkbox"/> Ongoing, frequent self stimulatory characteristics, and is very difficult to distract. <input type="checkbox"/> Persistent adherence to non-functional routines/rituals and great anxiety and distress if change is necessary. <input type="checkbox"/> Trivial changes to schedules may result in extremely high anxiety. <input type="checkbox"/> Persistent inappropriate interest with the use and exploration of parts of objects or attachments to unusual objects is intrusive and interferes with activities. <input type="checkbox"/> Stereotypic and/or repetitive movements significantly impair functioning. <input type="checkbox"/> Rarely engages in interaction with others. <input type="checkbox"/> Severe tantrums. <input type="checkbox"/> Bolting and/or running frequently attempted. <input type="checkbox"/> Damages property. <input type="checkbox"/> Prolonged periods of severe anxiety. Stress, fatigue and sensory overload cause significant distress, panic attacks" and even aggression. |
| | | Examples of Supports | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Structured classroom routines, cues for transitions, re-directions, adaptations and explicit explanations. <input type="checkbox"/> Intermittent consultation and group work from specialized staff. <input type="checkbox"/> Small group, classroom based, peer supported strategies and adaptations. | <ul style="list-style-type: none"> <input type="checkbox"/> Consistent classroom routines and highly structured classroom. <input type="checkbox"/> Frequent specialized supports and staff support and redirection required. <input type="checkbox"/> Interventions to distract and interrupt. <input type="checkbox"/> Individualized programming, explicit, direct instruction. | <ul style="list-style-type: none"> <input type="checkbox"/> Highly specialized and structured individualized programming, classroom structures and behaviour intervention. <input type="checkbox"/> Constant, intensive staff support. <input type="checkbox"/> Visual schedules, individualized routines. <input type="checkbox"/> Unique, highly structured and directed motivators. | | |

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A | B | C |
|---|--|---|--|--|
| SELF DETERMINATION & INDEPENDENT LIVING | <p>Independence to access the larger social community. -Meets and responds to the demands of daily life. -Acts independently, making choices and decisions, free from undue external influence. -Daily Living Skills: Dressing, grooming, safety related behaviours -Self Care: Mobility, Toileting, Feeding, Service dependency Sleep, sexuality. As social environments and expectations become more complicated they encompass things such as ability to use public transport, to shop, to ask for directions. -Self Determination: choice-making, decision-making, problem-solving, goal-setting, task-performance, self-regulation, motivation, Initiation -Generalizes across settings</p> <p>POSSIBLE SOURCES OF INFORMATION -File review -Transition meetings -PATH (Planning Alternative Tomorrows with Hope) -MAPS (McGill Action planning System) -SIB-R (Scales of Independent Behaviour-Revised) Personal Living Skills Subtest; Community Living Skills -VABS (Vineland Adaptive Behaviour Scales) -BRIEF (Behaviour Rating Inventory of Executive Function) TOPS (Test of Problem Solving)</p> | The student's level of functioning | | |
| | | <p><i>Student exhibits mild impairments in functioning occasionally and intermittently.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Has most of the required skill set and follows most routines and transitions. <input type="checkbox"/> Functions independently in the school environment most of the time. <input type="checkbox"/> Some sensitivities, preoccupations, or disinterest with clothing results in some odd or unique patterns of dressing. <input type="checkbox"/> Some lack of concern for grooming skills. | <p><i>A history and likelihood of ongoing impairment of functioning, but low intensity and not necessarily in every setting.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows some routines, makes some transitions, completes some basic self care routines, and/or life skills and/or self direction (eating, toileting, playing). <input type="checkbox"/> Does not yet generalize learned skills. <input type="checkbox"/> Rigid behaviours regarding clothing results in odd or peculiar ways of dressing. <input type="checkbox"/> Frequently disinterested in grooming or hygiene. | <p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not follow routines and/or perform activities or participate in classroom routines. <input type="checkbox"/> Little desire to achieve independence in self care and does not care for self (e.g., toileting, grooming, dressing, feeding). <input type="checkbox"/> Adolescent sexual behaviours may be obsessive and repetitive and significantly interfere with classroom functioning. <input type="checkbox"/> Leisure activities are not learned incidentally. <input type="checkbox"/> Risk to self or others is a persistent concern due to physical aggressiveness/ self injurious behaviour. <input type="checkbox"/> No awareness of danger. |
| | | Examples of Supports | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Occasional reminders, cueing, guidance, interventions, and support. <input type="checkbox"/> Some support or guidance with occupational goals. | <ul style="list-style-type: none"> <input type="checkbox"/> Regular cueing, redirection, guidance and strategic support for problem solving. <input type="checkbox"/> Frequent supervision and case management. <input type="checkbox"/> Ongoing exploration of community and post secondary resources. <input type="checkbox"/> Direct instruction and strategies. | <ul style="list-style-type: none"> <input type="checkbox"/> Constant direct supervision, guidance, redirection and supervision on a daily basis. <input type="checkbox"/> Supervision required for safety. <input type="checkbox"/> Extensive planning and support required for transitions and for community programs. | |

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A | B | C |
|---|--|--|--|--|
| COGNITION | <p>Thinks and reasons, profits from experiences, and generalizes learning.</p> <p>Components: Reasoning, abstract and conceptual thinking, concept formation, processing of sensory information and perception of stimulus arousal, orientation, attention, executive functioning, memory, information, processing functions, problem solving</p> <p>POSSIBLE SOURCES OF INFORMATION -File review -WISC-1V (Wechsler Intelligence Scale for Children - 4th Ed.) -SB-V (Stanford Binet Scale for Children - 5th Ed) -TONI-11 (Test of Non Verbal Intelligence) -LIPS (Leiter International Performance Scale)</p> | The student's level of functioning | | |
| | | <p><i>Student exhibits mild impairments in functioning occasionally and intermittently.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Occasional preference for sameness and familiarity sometimes limits curiosity to new learning experiences (e.g., student may be slow to show interest in new activities, may show some resistance to learning anything new or that is not related to interests, and has some trouble learning from mistakes and understanding that rules often change). <input type="checkbox"/> Minor difficulties attending and shifting attention and sometimes distracted by internal or external stimuli, but responds if cued. <input type="checkbox"/> Difficulty with multiple cues or information from two sources at the same time. <input type="checkbox"/> Often memorizes rote responses rather than understanding concept. <input type="checkbox"/> Some difficulties with problem solving (planning, organizing, sequencing, generating alternatives). <input type="checkbox"/> Skills/abilities appear fairly evenly developed across assessed areas. <input type="checkbox"/> Can learn information, but may not readily generalize or easily apply the concepts learned. <input type="checkbox"/> Some difficulty understanding mental states (intentions, beliefs, desires) of others that are not concrete and readily observable. | <p><i>A history and likelihood of ongoing impairment of functioning, but low intensity and not necessarily in every setting.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing preference for sameness, rigid thinking, rule bound behaviours, and aversion to new objects and experiences has the effect of limiting curiosity and exposure to new learning experiences. <input type="checkbox"/> Ongoing difficulties with attending and shifting attention which affects learning (e.g., attention to insignificant details or limited aspects, or attention to too much stimuli). <input type="checkbox"/> Frequent difficulties with flexibility and problem solving in many areas. Often repeats same responses over and over. <input type="checkbox"/> Scattered developmental profile in which some skills/abilities are very delayed, while others are, or very near, age appropriate. <input type="checkbox"/> Tendency to learn and use skills exactly as taught and ongoing difficulties producing new responses or alternatives. <input type="checkbox"/> Ongoing problems understanding mental states (intentions, beliefs, desires) of others that are not concrete and readily observable. | <p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Extreme preference for sameness and familiarity significantly impairs new learning (e.g., student may run away from new objects or experiences, or may experience them as threatening). <input type="checkbox"/> Significant and unusual patterns of attention and a tendency to withdraw into a complex, inner world which significantly affects ability to learn. <input type="checkbox"/> Significant discrepancies within and between domains. <input type="checkbox"/> Severely limited problem solving which significantly limits independence. <input type="checkbox"/> Some skills/abilities are extremely poorly developed, while others are age appropriate or well above age expectations. <input type="checkbox"/> Little or no understanding of mental states (intentions, beliefs, desires) of others. |
| | | Examples of Supports | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Some case management. <input type="checkbox"/> Some adaptations and/or modifications required. | <ul style="list-style-type: none"> <input type="checkbox"/> Integrated case management. <input type="checkbox"/> Frequent use of adaptations and/or modifications. | <ul style="list-style-type: none"> <input type="checkbox"/> Extensive, intensive integrated case management. <input type="checkbox"/> Uses functional curriculum concentrating on life skills. <input type="checkbox"/> Intensive, complex remediation. <input type="checkbox"/> Complex adaptations and/or modifications required. | |

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A | B | C |
|--|--|--|--|--|
| OTHER HEALTH FACTORS | <p>-Associated health conditions (e.g., Seizure disorder, traumatic Brain Injury, Tourettes, hearing deficits)</p> <p>-Sensory and arousal modulation - Hypo or hyper sensitivities (hearing, vision, tactile, vestibular and proprioceptive, olfactory and gustatory)</p> <p>-Motor Functions (Gross and Fine motor impairments)</p> <p>POSSIBLE SOURCES OF INFORMATION</p> <p>-File review</p> <p>-Occupational Therapy Consultation/Assessment</p> <p>-Physiotherapy Consultation/Assessment</p> <p>-Psychiatric evaluation</p> <p>-Paediatric evaluation</p> <p>-SIB-R (Scales of Independent Behaviour-Revised) Motor Skills</p> | The student's level of functioning | | |
| | | <i>Student exhibits mild impairments in functioning occasionally and intermittently.</i> | <i>A history and likelihood of ongoing impairment of functioning, but low intensity and not necessarily in every setting.</i> | <i>Significant impairment of functioning occurs across multiple settings</i> |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Some additional health concerns, which are manageable. <input type="checkbox"/> Health condition affects classroom functioning occasionally or intensively for short durations of time. <input type="checkbox"/> Some avoidance of sensory experiences (e.g., some lack of eye contact, looks "through" others, lack of response to certain sounds or delayed response to sounds). <input type="checkbox"/> Sometimes does not look at materials, or respond to auditory information. <input type="checkbox"/> Some visual preoccupations or fascinations and seeking of unusual and/or intense sensory experiences (e.g., preoccupation with mirror image, lights, smelling, tasting). <input type="checkbox"/> Some hypersensitivity to, and distraction by, certain sounds. <input type="checkbox"/> Some lack of sensitivity to low levels of pain. <input type="checkbox"/> Some adaptations required for fine motor difficulties or resistances to fine motor tasks. <input type="checkbox"/> Some gross motor difficulties (e.g., unusual gait). | <ul style="list-style-type: none"> <input type="checkbox"/> Associated health conditions that produce multiple developmental behavioural and/or learning challenges. <input type="checkbox"/> Frequent unusual responses to sensory stimuli and hypersensitivities to certain sounds that are not distressing to others. <input type="checkbox"/> Regularly seeks unusual and/or intense sensory experiences (e.g., preoccupation with certain visual objects, smelling and/or tasting) and can easily be over-aroused. <input type="checkbox"/> Frequent avoidance of common sensory experiences (e.g., frequently stares into space, looks "through" others) inconsistent response to auditory stimuli). <input type="checkbox"/> Often does not look at what s/he is working on, often misses auditory information. <input type="checkbox"/> Usually under-responsive to sensory input. <input type="checkbox"/> Often requires assistance with fine motor tasks such as eating, toileting etc.). <input type="checkbox"/> Frequent, ongoing motor clumsiness and ongoing difficulty with tasks requiring motor skills. | <ul style="list-style-type: none"> <input type="checkbox"/> Extreme, ongoing, or poorly controlled associated health conditions across multiple settings. <input type="checkbox"/> Seeking of unusual and/or intense sensory experiences are ongoing (e.g., mouthing, licking, rubbing), are for sensory rather than functional purposes, and take up major amounts of time. <input type="checkbox"/> Pervasive avoidance of, or extreme hypersensitivity to, common sensory experiences is ongoing, frequent and severely limits ability to learn and fit in with classroom routines. <input type="checkbox"/> Combination of associated health conditions that produce profound multiple developmental, challenges. <input type="checkbox"/> Significant lack of appropriate response to pain (e.g., ignored or dramatically overreacted to). <input type="checkbox"/> Usually requires hand to hand assistance to perform fine motor tasks. <input type="checkbox"/> Extreme difficulty with motor control, which severely impacts daily activities. |
| | | Examples of Supports | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Occasional monitoring of health conditions. <input type="checkbox"/> Occasional supervision for brief removal to alternate setting (e.g., calm down times). <input type="checkbox"/> Intermittent consultation and/or specialized support staff. <input type="checkbox"/> Adapted environment to limit sensory stimulation (e.g., weighted vests). | <ul style="list-style-type: none"> <input type="checkbox"/> Regular monitoring of health conditions. <input type="checkbox"/> Requires programming adaptations and/or modifications in his/her educational program. <input type="checkbox"/> Frequent consultation and/or group work from specialized support staff. <input type="checkbox"/> Regularly requires environmental supports or modifications. <input type="checkbox"/> Frequent reminders and repetition of auditory information. | <ul style="list-style-type: none"> <input type="checkbox"/> Extensive, individualized, attention/instruction and extensive additional supports. <input type="checkbox"/> Extensive adaptations/modifications to the learning environment and highly individualized planning and support. <input type="checkbox"/> May require a medical emergency plan and extensive monitoring. | | |

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A | B | C |
|---|---|--|---|--|
| ACADEMICS/FUNCTIONAL ACADEMICS | <p>The academic domain consists of goals to support students in identifying and developing talents, skills, and abilities, particularly in the learning outcomes of the BC curricula.</p> <p>Functional academics Academic skills that apply to real-life problems (e.g., reading/writing, reading survival words, recognizing signs and icons, math/money handling, time telling and management) that are taught in the classroom and reinforced in the community (e.g., money handling at stores and restaurants)</p> <p>POSSIBLE SOURCES OF INFORMATION -File review -Criterion referenced and curriculum based assessment -Academic Assessment</p> | The student's level of functioning | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Working on the performance standards of the curriculum. <input type="checkbox"/> Minor variation in objectives from the regular curriculum. <input type="checkbox"/> Minor adaptations to the curriculum. | <ul style="list-style-type: none"> <input type="checkbox"/> Dramatic adaptations to the curriculum. <input type="checkbox"/> The student's academic performance in many areas is significantly lower than would be expected on the basis of his/her learning potential. <input type="checkbox"/> Some areas may be adapted, other areas are modified. | <ul style="list-style-type: none"> <input type="checkbox"/> Dramatically modified curriculum. <input type="checkbox"/> Functional academics (basic life skills). |
| | | Examples of Supports | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Some case management. <input type="checkbox"/> Accommodations to the learning environment and curriculum. <input type="checkbox"/> Small group instruction and/or individualized instruction intermittently throughout the year. <input type="checkbox"/> Some cueing, direct instruction and support. <input type="checkbox"/> Intermittent consultation and/or specialized support staff. | <ul style="list-style-type: none"> <input type="checkbox"/> Frequent cueing, direct instruction and support. <input type="checkbox"/> Frequent redirection, guidance. <input type="checkbox"/> Small group instruction or individualized instruction frequently throughout the year. <input type="checkbox"/> Frequent consultation and/or group work from specialized support staff. | <ul style="list-style-type: none"> <input type="checkbox"/> Intensive support from highly specialized staff. <input type="checkbox"/> Constant support, guidance and educational support. <input type="checkbox"/> Direct instruction and intensive practice. <input type="checkbox"/> Specific, intensive individualized support. |