

**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/<br>INDEPENDENCE |           |       |                                 |   |   |
| SOCIAL/EMOTIONAL<br>FUNCTIONING     |           |       |                                 |   |   |
| COGNITIVE<br>FUNCTIONING            |           |       |                                 |   |   |
| INDEPENDENT LIVING                  |           |       |                                 |   |   |
| COMMUNICATION                       |           |       |                                 |   |   |
| ACADEMIC<br>ACHIEVEMENT             |           |       |                                 |   |   |

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

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

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

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

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

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

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

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

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

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

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