

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

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
COMMUNICATION	Receptive & Expressive Communication. Understanding and using spoken language as a tool for communication.			
	<ul style="list-style-type: none"> - Understanding body language (gestures, visual signs, facial expressions, etc.) - Pragmatic language: active listening, following social rules, initiating and responding to communication - Volume, tone and voice quality appropriate - Understanding non-literal language (metaphor, simile, jokes, etc.) - Responding to communication - Initiating and/or sustaining communication <p>POSSIBLE SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> - File review - Audiological evaluation - Visual evaluation - Speech-Language Pathology assessment - Augmentative Communication Specialist assessment - Functional behaviour assessment - Adaptive Testing: <ul style="list-style-type: none"> o Vineland o Scales of Independent Behavior-Revised (SIB-R) o Supports Intensity Scale (SIS) - Psycho-educational testing - Medical evaluation - Other 	<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes needs prompting/cueing to attend to conversations/class discussions <input type="checkbox"/> May need to be spoken to more slowly <input type="checkbox"/> Some difficulty understanding instructions – may need clarification/restatement <input type="checkbox"/> Can speak or communicate using alternative communication to express ideas, thoughts and needs <input type="checkbox"/> Some difficulty following multi-step instructions <input type="checkbox"/> Usually communicates needs in most environments <input type="checkbox"/> Language may be simple (telegraphic, echolalic, stereotypic) but still communicates needs <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 	<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"> <input type="checkbox"/> Needs regular non-verbal cueing to attend to instructions and discussions <input type="checkbox"/> May need simple gestures to enhance understanding of verbal communication <input type="checkbox"/> Has difficulty understanding instructions <input type="checkbox"/> Alternative or systematized methods of communication may be required <input type="checkbox"/> May need multi-step instructions broken down <input type="checkbox"/> Difficulty with complex sentence structure <input type="checkbox"/> May misunderstand pragmatic language. <input type="checkbox"/> Takes things literally <input type="checkbox"/> Misunderstands complex sentences, language structures, verb tenses, humour, metaphor, simile <input type="checkbox"/> Difficulty in a group with turn-taking, following topic, watching speaker <input type="checkbox"/> Frequently ignores people speaking to him/her 	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs constant verbal/visual cueing to attend to instructions and discussions <input type="checkbox"/> Concrete visual supports may be needed (e.g., pic symbols, pictures, gestural signs) <input type="checkbox"/> Heavy dependence on imitation of others to follow routines <input type="checkbox"/> Communicates basic needs and wants only with supports and prompts <input type="checkbox"/> Absence of spoken language <input type="checkbox"/> Rarely communicates or attempts to communicate with peers or others <input type="checkbox"/> Verbalizations may be highly stereotyped <input type="checkbox"/> Vocalizations used to replace language. Lack of communication skills may lead to frustration/anger <input type="checkbox"/> Socially withdrawn in group situations <input type="checkbox"/> Tactile defensive
			The student's level of functioning	
		Examples of Supports		
		<ul style="list-style-type: none"> <input type="checkbox"/> Some case management <input type="checkbox"/> Use of verbal/nonverbal cues to gain attention <input type="checkbox"/> Some simplification of verbal instructions <input type="checkbox"/> Monitoring understanding of instructions <input type="checkbox"/> SLP consultation/support <input type="checkbox"/> Preferential seating <input type="checkbox"/> Use of peer coach/buddy system 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrated case management <input type="checkbox"/> Instructional prompts, cues and signs <input type="checkbox"/> Structured facilitated conversations <input type="checkbox"/> Some use of alternate forms of communication (visual cues, signs, pictograms, etc.) <input type="checkbox"/> Model and practise desired behaviour <input type="checkbox"/> SLP consultation and support <input type="checkbox"/> Simplify and repeat verbal instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Extensive integrated case management <input type="checkbox"/> Constant, direct, structured supports <input type="checkbox"/> Systematized communications strategies <input type="checkbox"/> Regular use of alternate forms of communication <input type="checkbox"/> Extensive individualized support <input type="checkbox"/> Formal teaching of social skills <input type="checkbox"/> Model and practise desired behaviour <input type="checkbox"/> SLP consultation and support <input type="checkbox"/> Simplify and repeat verbal instructions

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

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

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