

## Behaviour Intervention/ Mental Illness Instructional Support Planning Process

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

Grade \_\_\_\_\_

School \_\_\_\_\_

DOB \_\_\_\_\_

Date \_\_\_\_\_

DOMAIN	STRENGTHS	NEEDS	A	B	C
			Choose one (✓), see note below*		
SOCIAL/EMOTIONAL FUNCTIONING					
COMMUNICATION					
SELF DETERMINATION/ INDEPENDENCE					
ACADEMIC/ INTELLECTUAL					
<p><b>*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.</b></p>					
<p><b>Goals Developed to Address Needs Identified Above:</b></p>          					
<p><b>Objectives and Strategies to Address Goals Developed: (What interventions/services/strategies can maximize functioning?)</b></p>          					
<p><b>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?)</b></p>          					
<p><b>Review Date:</b></p>					

DESCRIPTION OF DOMAIN & TYPICAL SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>SOCIAL/EMOTIONAL FUNCTIONING</b>	<ul style="list-style-type: none"> <li>- Adapting and coping behaviours to function in a variety of social/community situations. Functional social and emotional behaviour that that supports learning.</li> <li>- Social and emotional functioning:               <ul style="list-style-type: none"> <li>- impulse control</li> <li>- mood disorders</li> <li>- anxiety</li> <li>- appropriate reciprocal social behaviour</li> <li>- appropriate sexual behaviour</li> <li>- ability to make appropriate social choices</li> <li>- setting realistic social goals</li> <li>- sexual awareness and appropriate expression</li> <li>- turn taking and sharing of materials, equipment and time</li> <li>- difficulties with routine changes</li> <li>- depression</li> </ul> </li> <li><b>POSSIBLE SOURCES OF INFORMATION</b> <ul style="list-style-type: none"> <li>- File review</li> <li>- Functional Behaviour Analysis</li> <li>- Vineland-Maladaptive Scale</li> <li>- Behavior Assessment System for Children</li> <li>- Achenbach Scales</li> <li>- Connor's Rating Scale</li> <li>- Scales of Independent Behavior Revised: Maladaptive</li> <li>- Behavior Specialist assessment</li> <li>- Physician/Child Psychiatrist</li> <li>- Medication review</li> <li>- Child &amp; Youth Mental Health Assessment</li> </ul> </li> </ul>	<b>The student's level of functioning</b>		
		<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>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Some difficulties with impulse control</li> <li><input type="checkbox"/> Some difficulties with anger control</li> <li><input type="checkbox"/> Some difficulties with routine changes/transitions</li> <li><input type="checkbox"/> Occasional atypical social behaviour (shouting, vocalizing, intruding, negative self talk)</li> <li><input type="checkbox"/> Occasionally fails to respond to mild behavioural intervention (redirection, verbal correction, proximity, etc.)</li> <li><input type="checkbox"/> May need some structured behaviour intervention techniques/procedures (e.g., token economy, checklists, response cost, quiet time, etc.)</li> <li><input type="checkbox"/> Attempts to socialize; has few friends</li> <li><input type="checkbox"/> Experiences minor levels of compulsive thought, anxiety, worry, or difficult fears</li> <li><input type="checkbox"/> Some problems with anger when frustrated or confused</li> <li><input type="checkbox"/> Does not readily accept praise/reinforcement</li> <li><input type="checkbox"/> Occasional inappropriate sexual comments, innuendo, looking</li> <li><input type="checkbox"/> Tends to interact/play with children much younger/much older</li> <li><input type="checkbox"/> May use verbal aggression (words, volume, tone) to respond to conflict</li> <li><input type="checkbox"/> Occasionally displays overly structured routines, obsessions, repetitive or ritualized behaviours</li> <li><input type="checkbox"/> May use physical aggression (hits, punches, kicks – or threatens to)</li> <li><input type="checkbox"/> May attempt to cajole or intimidate others into participation in antisocial or inappropriate behaviours</li> <li><input type="checkbox"/> Some difficulties with or obsessions about rituals/routines</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing moderate problems with impulse control</li> <li><input type="checkbox"/> Ongoing moderate problems with anger control</li> <li><input type="checkbox"/> Regular difficulties with routine changes and transitions</li> <li><input type="checkbox"/> Regular atypical social behaviours (shouting, vocalizing, intruding, fantasy play)</li> <li><input type="checkbox"/> Fails to respond to mild behavioural intervention (redirection, verbal correction, proximity, etc.)</li> <li><input type="checkbox"/> Needs fairly complex behaviour intervention plans/techniques that are closely monitored and enforced</li> <li><input type="checkbox"/> Frequent difficulty relating to peers; atypical play</li> <li><input type="checkbox"/> Experiences moderate levels of compulsive thought, anxiety, worry, or difficult fears</li> <li><input type="checkbox"/> Becomes angry when frustrated or confused</li> <li><input type="checkbox"/> Does not respond appropriately to praise/reinforcement</li> <li><input type="checkbox"/> Often displays inappropriate sexualized behaviour (comments, leering, inappropriate sexual language or touching, dress)</li> <li><input type="checkbox"/> Often uses verbal aggression (words, volume, tone) to respond to conflict</li> <li><input type="checkbox"/> Occasionally physically aggressive (hits, pinches, kicks – or threatens to)</li> <li><input type="checkbox"/> Strong tendency toward self isolation</li> <li><input type="checkbox"/> Frequently displays overly structured routines, obsessions, repetitive or ritualized behaviours</li> <li><input type="checkbox"/> Often interacts/plays with children who are much younger/older</li> <li><input type="checkbox"/> Occasionally cajoles or intimidates others into participation in antisocial or inappropriate behaviours</li> <li><input type="checkbox"/> Ongoing/moderate difficulties with obsessions about routines/rituals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Severe and sustained problems with impulse control</li> <li><input type="checkbox"/> Severe and sustained problems with anger control</li> <li><input type="checkbox"/> Significant difficulties with routine changes and transitions in educational settings</li> <li><input type="checkbox"/> Obsessive about routines</li> <li><input type="checkbox"/> High frequency of socially inappropriate behaviours (shouting, vocalizing, intruding, uncontrolled fantasy play)</li> <li><input type="checkbox"/> Ongoing, continuous non-compliance/defiance</li> <li><input type="checkbox"/> Needs a response plan (safety plan) – for protection of self and/or others (frequently throws objects, hits, bites, screams, tantrums, flight risk)</li> <li><input type="checkbox"/> Throws object/s, hits, tantrums, screams</li> <li><input type="checkbox"/> Often verbally aggressive (shouts, screams, threatens – volume and tone threaten others)</li> <li><input type="checkbox"/> Needs intensive and immediately available interventions to avoid escalation</li> <li><input type="checkbox"/> May need extensive "time out" and/or physical restraint – dangerous if not supervised</li> <li><input type="checkbox"/> Behaviours are dangerous to self and/or others</li> <li><input type="checkbox"/> Unable to relate to peers</li> <li><input type="checkbox"/> Experiences severe levels of compulsive thought, anxiety, worry, or difficult fears</li> <li><input type="checkbox"/> Behaviours significantly worse in the absence of prescribed medications</li> <li><input type="checkbox"/> Excessively withdrawn</li> <li><input type="checkbox"/> Suicidal ideation/behaviour</li> <li><input type="checkbox"/> Tactile defensive</li> <li><input type="checkbox"/> Exhibits severe negative over-reactions to praise</li> <li><input type="checkbox"/> Exclusively interacts/plays with children much older/younger</li> <li><input type="checkbox"/> Frequently displays high risk sexualized behaviour (comments, inappropriate sexual language or contact, dress)</li> <li><input type="checkbox"/> Severe and sustained difficulties with and/or obsession about individual routines and/or rituals</li> <li><input type="checkbox"/> High frequency use of verbal aggression (word, volume, tone) to respond to conflict</li> <li><input type="checkbox"/> Frequent physical aggression (hits, pinches, kicks, or threatens to)</li> <li><input type="checkbox"/> Frequently cajoles or intimidates others into participation in antisocial or inappropriate behaviours</li> </ul>
<b>Examples of Supports</b>				
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some structuring of class routines (transition cueing, re-direction, token economies, quiet time, etc.)</li> <li><input type="checkbox"/> Use of peer/buddy system to model social/emotional behaviours</li> <li><input type="checkbox"/> Use of small group activities to minimize distractions and simplify social/emotional interactions</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent and structured class routines</li> <li><input type="checkbox"/> Frequent staff intervention to manage behaviour</li> <li><input type="checkbox"/> Direct interventions required to prevent or stop class disruption</li> <li><input type="checkbox"/> Very explicit behaviour intervention techniques</li> <li><input type="checkbox"/> Specialized behavioural/counselling supports</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive individualized programming</li> <li><input type="checkbox"/> Use of planned physical restraint.</li> <li><input type="checkbox"/> Use of supervised time-out procedures (removal from classroom environment)</li> <li><input type="checkbox"/> Unique and highly structured behavioural programming</li> <li><input type="checkbox"/> All social situations require mediation</li> <li><input type="checkbox"/> Safety planning</li> <li><input type="checkbox"/> Ongoing psychiatric care</li> <li><input type="checkbox"/> Ongoing interagency involvement</li> <li><input type="checkbox"/> Promote the development of positive attachments to adults/peers (<i>important to all students at all levels of functioning</i>)</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>COMMUNICATION</b>	<p>Receptive &amp; Expressive Communication. Understanding and using spoken language as a tool for communication.</p> <ul style="list-style-type: none"> <li>- Understanding body language (gestures, visual signs, facial expressions, etc.)</li> <li>- Pragmatic language: active listening, following social rules, initiating and responding to communication</li> <li>- Volume, tone and voice quality appropriate</li> <li>- Understanding non-literal language (metaphor, simile, jokes, etc.)</li> <li>- Responding to communication</li> <li>- Initiating and/or sustaining communication</li> </ul> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <ul style="list-style-type: none"> <li>- File review</li> <li>- Speech-Language Pathology assessment</li> <li>- Augmentative Communication Specialist assessment</li> <li>- Behavioural Specialist Assessment</li> <li>- Adaptive Testing:               <ul style="list-style-type: none"> <li>o Vineland Adaptive Behavior Scales</li> <li>o Scales of Independent Behavior Revised SIB-R</li> <li>o Supports Intensity Scale (SIS)</li> </ul> </li> <li>- Psycho-educational testing</li> <li>- Medical evaluation</li> <li>- Audiological evaluation</li> <li>- Visual evaluation</li> <li>- Other</li> </ul>	<b>The student's level of functioning</b>		
		<p><i>Student exhibits mild functional problems occasionally and intermittently</i></p>	<p><i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i></p>	<p><i>Significant functional problems occur across multiple settings</i></p>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> May need prompting/cueing to attend to conversations/class discussions</li> <li><input type="checkbox"/> May ignore speaker/interrupts</li> <li><input type="checkbox"/> May need to be spoken to more slowly</li> <li><input type="checkbox"/> Some difficulty understanding verbal instructions – may need clarification/restatement</li> <li><input type="checkbox"/> Some difficulty interpreting and responding to normal non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Some difficulty with the appropriate use of non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Can speak or communicate using alternative communication to express ideas, thoughts and needs</li> <li><input type="checkbox"/> Some difficulty following multi-step instructions</li> <li><input type="checkbox"/> May have difficulty communicating needs in most environments</li> <li><input type="checkbox"/> Language may be simple (telegraphic, echolalic, stereotypic) but still communicates needs</li> <li><input type="checkbox"/> Some difficulty adjusting language to varying social situations</li> <li><input type="checkbox"/> Takes things literally</li> <li><input type="checkbox"/> Tends to use fabrication and and/or embellishment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs regular verbal and/or non-verbal cueing to attend to instructions and discussions</li> <li><input type="checkbox"/> May also need simple gestures to enhance understanding of verbal communication</li> <li><input type="checkbox"/> Has difficulty understanding instructions</li> <li><input type="checkbox"/> Frequent difficulty interpreting and responding to normal non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Frequent difficulty with the appropriate use of non-verbal behaviours and cues from others</li> <li><input type="checkbox"/> Alternative or systematized methods of communication may be required</li> <li><input type="checkbox"/> May need multi-step instructions broken down</li> <li><input type="checkbox"/> Misunderstands complex sentences, language (e.g. humour, metaphor, simile, inference)</li> <li><input type="checkbox"/> Difficulty following topic, watching speaker</li> <li><input type="checkbox"/> Occasionally ignores people speaking to him/her</li> <li><input type="checkbox"/> Occasionally has difficulty communicating needs in most environments</li> <li><input type="checkbox"/> Language may be simple but has difficulty communicating needs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constant verbal and/or non-verbal cueing to attend to instructions and discussions</li> <li><input type="checkbox"/> Concrete visual supports may be also be needed (e.g., pic symbols, pictures, gestural signs)</li> <li><input type="checkbox"/> Communicates basic needs and wants only with supports and prompts – includes absence of spoken language</li> <li><input type="checkbox"/> May become socially withdrawn and/or becomes agitated or aggressive when not easily understood</li> <li><input type="checkbox"/> Tactile defensive</li> <li><input type="checkbox"/> Frequently ignores people speaking to him/her</li> <li><input type="checkbox"/> Requires assistance or is dependent on assistance in understanding instructions</li> <li><input type="checkbox"/> Frequently has difficulty communicating needs in most environments</li> <li><input type="checkbox"/> Cannot communicate needs. Verbalizations may be highly stereotyped, echolalic, perseverative</li> </ul>
<b>Examples of Supports</b>				
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of verbal/nonverbal cues to gain attention</li> <li><input type="checkbox"/> Some simplification of verbal instructions</li> <li><input type="checkbox"/> Monitoring understanding/compliance to instructions</li> <li><input type="checkbox"/> SLP consultation/support</li> <li><input type="checkbox"/> Preferential seating</li> <li><input type="checkbox"/> Use of peer coach/buddy system</li> <li><input type="checkbox"/> Some case management</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management</li> <li><input type="checkbox"/> Instructional prompts, cues and signs</li> <li><input type="checkbox"/> Structured facilitated conversations</li> <li><input type="checkbox"/> Use of alternate forms of communication (visual cues, signs, pictograms, etc.)</li> <li><input type="checkbox"/> Verbal communication may need to be simplified (ie. presented in stages, delivered at a slower pace)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive integrated case management</li> <li><input type="checkbox"/> Constant, direct, structured supports</li> <li><input type="checkbox"/> Systematized communications strategies</li> <li><input type="checkbox"/> Extensive individualized support</li> <li><input type="checkbox"/> Safety planning</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>SELF DETERMINATION/INDEPENDENCE</b>	Independence to access the larger social community. Ability to meet and respond to demands of daily life. Exercising appropriate choices.	<b>The student's level of functioning</b>		
		<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>
	<ul style="list-style-type: none"> <li>- Acting independently, making individual and appropriate choices without undue external influence</li> <li>- Having appropriate daily living skills, including safety-related behaviours</li> <li>- Ability to use private and public transport, access public places and services (shopping, restaurants, parks, recreation facilities)</li> <li>- Ability to make appropriate personal choices socially</li> <li>- Setting realistic personal goals</li> <li>- Ability to solve social problems</li> <li>- Sexuality awareness and appropriate expression</li> </ul> <p><b>POSSIBLE SOURCES OF INFORMATION</b></p> <ul style="list-style-type: none"> <li>- File review</li> <li>- Vineland Adaptive Behavior Scales</li> <li>- Scales of Independent Behavior Revised SIB-R</li> <li>- Supports Intensity Scale (SIS)</li> <li>- Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has most of the required skill sets for functioning independently and may follow most routines and transitions</li> <li><input type="checkbox"/> May function independently in the school environment most of the time; may need some mild staff intervention</li> <li><input type="checkbox"/> Interacts with peers; may need some mild social re-direction</li> <li><input type="checkbox"/> Some lack of care of personal hygiene, disinterest in grooming/clothing</li> <li><input type="checkbox"/> Some lack of care for personal grooming/clothing</li> <li><input type="checkbox"/> Occasional reminders to engage learning and/or leisure activities</li> <li><input type="checkbox"/> Needs some adult mediation/direction</li> <li><input type="checkbox"/> May require assistance with some activities during transitioning</li> <li><input type="checkbox"/> Some problems with social problem solving</li> <li><input type="checkbox"/> May require some reminders about the needs of others</li> <li><input type="checkbox"/> May make sexually related comments or engage in inappropriate behaviour with sexual overtones</li> <li><input type="checkbox"/> May demonstrate some difficulties with impulse control</li> <li><input type="checkbox"/> May have difficulty understanding the feelings and rights of others.</li> <li><input type="checkbox"/> Disappointed with self</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasionally follows some but not all routines</li> <li><input type="checkbox"/> Needs occasional direction/prompting around social skills/interactions with peers and adults</li> <li><input type="checkbox"/> Will occasionally initiate tasks and activities but may require support to complete</li> <li><input type="checkbox"/> Disinterested in persona; grooming/ hygiene</li> <li><input type="checkbox"/> Some inappropriate sexual behaviours/comments</li> <li><input type="checkbox"/> Needs guidance to engage in learning or leisure activities</li> <li><input type="checkbox"/> Sometimes demonstrates poor impulse control</li> <li><input type="checkbox"/> Needs regular reminders about the needs of others</li> <li><input type="checkbox"/> Needs frequent adult mediation/direction</li> <li><input type="checkbox"/> Requires assistance frequently during transitioning</li> <li><input type="checkbox"/> Frequent problems with social problem solving</li> <li><input type="checkbox"/> May occasionally demonstrate difficulties with impulse control</li> <li><input type="checkbox"/> Careless of feelings or rights of others (destruction of property, vandalism, stealing)</li> <li><input type="checkbox"/> Often personally discouraged</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently does not follow school/class routines</li> <li><input type="checkbox"/> Little desire to achieve independence</li> <li><input type="checkbox"/> Requires special program support planning</li> <li><input type="checkbox"/> Needs frequent direction/prompts around social skills/interactions with peers and adults</li> <li><input type="checkbox"/> Sexual behaviour may be overt, repetitive and significantly interfere with social functioning</li> <li><input type="checkbox"/> Drug use may be overt, repetitive and significantly interfere with functioning</li> <li><input type="checkbox"/> Frequently demonstrates poor impulse control</li> <li><input type="checkbox"/> Unaware of interpersonal and/or physical danger</li> <li><input type="checkbox"/> No regard for the feelings or rights of others</li> <li><input type="checkbox"/> Behaviour dangerous to self and/or others</li> <li><input type="checkbox"/> Needs constant support to engage in learning or leisure activities – few leisure interests or skills</li> <li><input type="checkbox"/> Constant reminders/unable to understand the feelings of others</li> <li><input type="checkbox"/> Needs constant adult mediation/direction</li> <li><input type="checkbox"/> Needs constant support to understand how their behaviour affects others</li> <li><input type="checkbox"/> Requires continuous assistance during transitioning</li> <li><input type="checkbox"/> All social problems require direct mediation</li> <li><input type="checkbox"/> No regard for personal hygiene</li> <li><input type="checkbox"/> Extremely disappointed with self resulting in negative self-concept</li> <li><input type="checkbox"/> Lack of "agency" (does not believe she/he has any power to make change/s)</li> </ul>
	<b>Examples of Supports</b>			
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional reminders and prompts</li> <li><input type="checkbox"/> Peer coaching/buddy system for social modeling</li> </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"/> Some behaviour intervention regarding social behaviour</li> <li><input type="checkbox"/> Direct life-skills instruction</li> <li><input type="checkbox"/> Structured peer coaching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive, integrated case management</li> <li><input type="checkbox"/> Consistent, direct adult supervision</li> <li><input type="checkbox"/> Safety planning</li> <li><input type="checkbox"/> Time-out/physical interventions plans</li> <li><input type="checkbox"/> Functional life-skills planning</li> <li><input type="checkbox"/> Skill development for independent living</li> <li><input type="checkbox"/> Referral into community resources and programs</li> </ul>	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A (MILD)	B (MODERATE)	C (COMPLEX)
<b>ACADEMIC/INTELLECTUAL FUNCTIONING</b>	Includes academics (reading, writing, spelling, mathematics, etc.). Thinking, reasoning skills and problem solving. Ability to generalize learning.	<b>The student's level of functioning</b>		
	<ul style="list-style-type: none"> <li>- Reading - decoding, sight-word vocabulary, phonemic awareness, comprehension</li> <li>- Writing – printing, cursive, spelling</li> <li>- Mathematics – calculation (paper and non-paper), estimation, measurement, use of calculator, problem solving</li> <li>- Application of reading, writing and arithmetic to other subject areas</li> <li>- Ability to analyze new information, integrate information, generalize learning to new situations</li> </ul>	<i>Student exhibits mild functional problems occasionally and intermittently</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiences difficulty with the curriculum</li> <li><input type="checkbox"/> Difficulty acquiring new information, making connections and generalizing</li> <li><input type="checkbox"/> Minor difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Struggles to regularly complete tasks and assignments</li> <li><input type="checkbox"/> May avoid learning; requires additional encouragement to engage</li> <li><input type="checkbox"/> Minor difficulties with multi-step or complex tasks</li> <li><input type="checkbox"/> Skills/abilities appear evenly developed across all academic subject areas</li> <li><input type="checkbox"/> Mild difficulty with problem-solving, especially when dealing with abstractions</li> <li><input type="checkbox"/> Inconsistent use of learning strategies</li> <li><input type="checkbox"/> Minor difficulty generalizing</li> <li><input type="checkbox"/> Some difficulty with short and/or long term memory</li> </ul>	<i>Student exhibits moderate functional problems not necessarily in every setting or at all times</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student needs adaptations to the curriculum</li> <li><input type="checkbox"/> Moderate difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Frequent problems learning new material and making connections to prior learning</li> <li><input type="checkbox"/> Often fails to complete tasks and assignments</li> <li><input type="checkbox"/> Moderate difficulty with multi-step complex tasks</li> <li><input type="checkbox"/> Some subject areas may be adapted, other areas may be modified</li> <li><input type="checkbox"/> Has few learning strategies</li> <li><input type="checkbox"/> Academic needs require moderate educational support</li> <li><input type="checkbox"/> Moderate difficulty with problem solving especially when dealing with abstractions</li> <li><input type="checkbox"/> Moderate difficulty generalizing</li> <li><input type="checkbox"/> Moderate difficulty with short and/or long term memory</li> </ul>	<i>Significant functional problems occur across multiple settings</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student needs a modified curriculum</li> <li><input type="checkbox"/> Significant skills gaps due to inconsistencies in attendance</li> <li><input type="checkbox"/> Extreme problems learning new material</li> <li><input type="checkbox"/> Rarely completes tasks and assignments</li> <li><input type="checkbox"/> Extreme difficulties attending to instruction and learning activities</li> <li><input type="checkbox"/> Great difficulty acquiring and generalizing new information</li> <li><input type="checkbox"/> Significant discrepancies between academic subject areas</li> <li><input type="checkbox"/> Significant lack of learning strategies</li> <li><input type="checkbox"/> Not engaged in learning process (e.g. may be a non-attender)</li> <li><input type="checkbox"/> Significant difficulty with multi-step or complex tasks</li> <li><input type="checkbox"/> Academic needs require extensive educational support</li> <li><input type="checkbox"/> Has significant difficulty with problem solving especially when dealing with abstractions</li> <li><input type="checkbox"/> Significant difficulty generalizing</li> <li><input type="checkbox"/> Significant difficulty with short and/or long term memory</li> </ul>
	<b>Examples of Supports</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some case management</li> <li><input type="checkbox"/> Some adaptation and/or modification of curriculum</li> <li><input type="checkbox"/> Smaller group instruction and/or individualized instruction intermittently throughout the year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated case management required</li> <li><input type="checkbox"/> Significant modification of learning expectations</li> <li><input type="checkbox"/> Use of modified/adapted curriculum</li> <li><input type="checkbox"/> Structured feedback to give maximum praise/reinforcement for progress on individualized program</li> <li><input type="checkbox"/> High levels of practice and repetition (mastery learning) of functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive integrated case management</li> <li><input type="checkbox"/> Functional life-skills curriculum</li> <li><input type="checkbox"/> Skill development for independent living</li> <li><input type="checkbox"/> Individualization of learning outcomes, goals and objectives</li> <li><input type="checkbox"/> Adaptations and modifications are complex and highly individualized</li> </ul>
POSSIBLE SOURCES OF INFORMATION				
<ul style="list-style-type: none"> <li>- File review</li> <li>- Level B academic assessment</li> <li>- Level C psycho-educational Assessment</li> <li>- Test of Nonverbal Intelligence-2</li> <li>- Curriculum-Based Assessment</li> <li>- Other</li> </ul>				