

CURRENT AREAS OF IMPACT

CURRENT SOURCES OF SUPPORT

Learning Capacity	Indicate which best describes the learning capacity of the student:				Complete only the areas that are applicable														Comments
	Average or above cognitive ability; capable of handling regular/extended curriculum	Low average cognitive ability; may require classroom adaptations (IQ ~>80)	Borderline cognitive ability; requires adaptations and individual programming (IQ ~60-80)	Significant cognitive impairment; requires individualized programming (IQ ~<55)	School Team			School Division Team							Other Agencies and Community Supports				
					Administrator, Parent/Caregiver			Superintendent/Supervisor/Co-ordinator											
				Classroom Teacher	Student Support Services Teacher	Educational Assistant	Consultant	Speech Language Pathologist	Psychologist	Counselor / Social Worker	Occupational Therapist / Physical Therapist				Health (ie: Physician, KCC, WRC, Child and Youth Services, CBOs)	Social Services (ie: Foster Care, Protection, Community Living, CDS, CBOs)	Corrections, Public Safety and Policing	Elders / Community Organizations / Other	
Indicate which best describes the present functioning of the student within each of the following areas of impact:																			
Current Learning Achievement	Performing at or above expected achievement based on learning capacity	Performing at expected achievement with specific adaptations and supports in place	Performing below expected achievement despite adaptations and supports	Unable to demonstrate expected achievement even with intensive supports	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Communication (speech and/or language and/or alternative forms of communication)	Effectively expresses ideas, thoughts and needs	Some difficulties understanding and/or expressing ideas, thoughts and needs; requires some prompting and supports	Significant difficulty understanding and/or expressing ideas, thoughts and needs; requires prompts and supports	Limited communication of basic needs and wants with prompts and supports	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Independence / Problem-solving / Work Habits	Completes tasks and follows instructions without assistance	Completes tasks and follows instructions with occasional assistance and supervision	Completes tasks and follows instructions with frequent assistance and supervision	Unable to complete tasks even with continuous assistance and supervision	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Motor Skills	Does not require assistance for activities	May require assistance with certain activities	Requires assistance with many activities	Requires continuous assistance	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Sensory	Does not require sensory intervention	Requires classroom based sensory intervention	Requires individual programming and occasional monitoring	Requires individual programming and frequent monitoring	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Safety	No threat or harm to self or others	Requires occasional supervision to ensure no harm to self or others	Requires significant supervision and prompting to ensure no harm to self or others	Requires intensive supervision and structured behavioural intervention to ensure no harm to self or others	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Personal / Social Well-being	Generally demonstrates positive age-appropriate emotional health and social skills	Occasionally may need support in developing age-appropriate emotional health and social skills	Frequently requires support in developing age-appropriate emotional health and social skills	Requires intensive support in developing age-appropriate emotional health and social skills	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Physical Health / Medical / Personal Care	No health needs and/or medical condition is currently well-managed	Requires occasional monitoring and/or assistance with health and/or personal care needs	Requires frequent monitoring and/or assistance with health and/or personal care needs	Requires intensive monitoring and/or assistance with health and/or personal care needs	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Transition (Daily)	Does not require assistance in transitioning	May require assistance with some activities during transitioning	Requires assistance frequently during transitioning	Requires continuous assistance during transitioning	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P
Other					F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P	F O P

COMMENTS:

Student Support Services Teacher
 Frequently: Every day or on a regular schedule, at least 2-3 times per week
 Occasionally: Scheduled blocks, at least once per week
 Periodically: Less than once per week or consultation

Educational Assistant
 Frequently: Regular schedule
 Occasionally: Regularly scheduled events (ie: small group work)
 Periodically: Specific activities or times of need (ie: swimming, field trips)

Comments:

School Division Team
 Frequently: Direct service; regular consultation
 Occasionally: Set up and monitor student programming
 Periodically: Specific activities or times of need

Comments:

Other Agencies and Community Supports
 Frequently: Regular involvement or monitoring
 Occasionally: Determining priorities; informing programming
 Periodically: Specific activities or times of need

Comments:

F: Frequently O:Occasionally P: Periodically