

CURRENT AREAS OF IMPACT FROM PPP

CURRENT SOURCES OF SUPPORT FROM PPP

Student Name:	Indicate which best describes the present functioning of the student within each of the following areas of impact:				Complete only the areas that are applicable F: Frequently O:Occasionally P: Periodically													
					School Team		School Division Team					Other Agency						
					Administrator, Classroom Teacher, Parent/Guardian		Consultant/Co-ordinator											
School Name:					Res./Sp.Ed. Teacher	Ed Assistant	Speech Lang. Pathologist	Psychologist	Counsellor/ Social Worker	Occupational Therapist/ Physical Therapist	Other	Comments	Health (ie. Physician, KCC, WRC, Child & Youth Services)	Social Services (ie. Foster Care, Protection, Community Living)	Corrections, Public Safety & Policing	RIC / CDS	Comments	
Learning Capacity	Average or above ability; capable of handling regular/extended curriculum	Low average ability; requires classroom adaptations (≈ 80 IQ)	Borderline intellectual disability; requires adaptations & individual programming (≈ 60 - 80 IQ)	Significant cognitive disability (< 55 IQ), requires individualized programming														
Current Learning Achievement	Performing at or above expected achievement based upon ability	Performing at expected achievement only 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		
Communication	Uses speech & language or alternative forms of communication to effectively express ideas, thoughts, and needs	Difficulties understanding and expressing ideas, thoughts, and needs	Communicates basic needs and wants only with physical/verbal cues	Not able to communicate verbally &/or non-verbally	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 only with frequent assistance, supervision & prompting	Requires continuous assistance & 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		
Motor Skills/Sensory	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		
Safety	No threat or harm to self or others	Requires occasional supervision to ensure no harm to self or others	Requires significant supervision & prompting to ensure no harm to self or others	Requires intensive supervision and structured behavioral 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		
Personal/Social Well-being	Generally demonstrates positive age-appropriate emotional health & social skills	Occasionally may need support in developing age-appropriate emotional health & social skills	Frequently requires support in developing age-appropriate emotional health & social skills	Requires intensive support in developing age-appropriate emotional health & 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		
Physical Health/Medical Personal Care	No health needs OR medical condition is currently well-managed	Requires occasional monitoring &/or assistance with health or personal care needs	Requires frequent monitoring &/or assistance with health or personal care needs	Requires intensive monitoring &/or assistance with health 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		
Transition	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		
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		

COMMENTS:

Resource/ Sp.Ed. Teacher
Frequently: With special education teacher every day or on a regular schedule, at least 2-3x/week
Occasionally: With teacher 1x/week or scheduled blocks
Periodically: PPP's &/or consultative

Educational Assistant
Frequently: Every day or on a regular schedule
Occasionally: Scheduled events events ie. PAA, speech blocks
Periodically: Specific activities or times of need

School Division Team
Frequently: Direct Service ► regular consultation
Occasionally: Set up & monitor student programming
Periodically: Consultative &/or PPP

Other Agencies
Frequently: More than 4x/yr
Occasionally: 2 - 4x/yr
Periodically: 1x/yr