# A picture containing text, lamp Description automatically generatedIntellectual Disabilities Instructional Support Planning

**ISP Tool Guide**

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The **Intellectual Disabilities Instructional Support Planning tool** is to be used collaboratively by school-based teams when assessing the level of functioning of students in this area. The tool *should not be used in isolation* from other sources of data and is meant to form part of an overall picture, or story, of the individual student being assessed.

The Intellectual Disabilities Instructional Support Planning tool is divided into six functional domains, each of which is explained below. When assessing impairment of functionality in each domain, the school-based team could refer to these suggested sources of data:

## Full file review: incident reports, behaviour observations, report cards, achievement tests, IEP, BIP, additional supports and sevices checklist, Psycho-educational assessments and reports, care plans or other support plans.

Assessments and reports: Speech-Language Pathology (SLP), English Language Learning (ELL), Behavioural Specialist, Counsellor, Occupational/Physiotherapist (OT/PT).

Augmentative Communication, Adaptive Testing Scores, Medical / Audiological / Visual reports and evaluation

Level B academic assessments such as KTEA or other District learning inventories/ FSA, etc.

When assessing a student in each domain, the school-based team should consider whether any impairment of functionality is mild, moderate, or complex according to the descriptors. If the descriptor set does not apply to the student being assessed, then it should be left blank.

The assessment also includes a summary of ***Examples of Supports***. This checklist is not meant to be exhaustive but is a concise way for the school-based team to describe the level of support that may already be in place for the student.

### SELF-DETERMINATION / INDEPENDENCE

This domain considers the ability of the student to access the larger social community, the ability to meet and respond to demands of daily life and to exercise appropriate choices. For example:

Acting independently, making individual and appropriate choices without undue external influence

Having appropriate daily living skills, including safety-related behaviours

Ability to make appropriate personal choices socially Setting realistic personal goals

Ability to solve social problems

Sexuality awareness and appropriate expression

### SOCIAL EMOTIONAL FUNCTIONING

This domain considers the adaptive and coping behaviours demonstrated by the student to function in a variety of social and community situations, with a focus on functional social and emotional behaviours that support or interfere with learning. For example:

Appropriate sexual behaviour, awareness, and expression Mood disorders Appropriate reciprocal social behaviour

Ability to make appropriate social choices Anxiety and depression Realistic social goals

Turn taking and sharing of materials, equipment and time Difficulties with routine changes Impluse Control

### COGNITIVE FUNCTIONING

### The Cognitive Functioning domain includes thinking, reasoning skills and problem solving. The ability to generalize learning. For example:

### Higher Order Thinking Skills Language Processing Attention

### Phonological Processing Visual – Spatial Processing Executive Functions

### Processing Speed Memory Motor Skills (fine and gross)

### INDEPENDENT LIVING

### Skills required for adults to access independent living and social inclusion in the community. For example:

### Life Skills Healthy Living Sills Work Skills

### Safety Skills Budgeting Skills Transportation Skills

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### COMMUNICATION

This domain considers the receptive and expressive skills demonstrated by the student and their understanding and use of spoken and non-verbal language as a tool for communication. For example:

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

### ACADEMIC ACHIEVEMENT

This domain refers to the BC Ministry of Education Learning standards, academic skills in reading, writing, mathematics, and oral language, as well as functional academics (money, time, applied skills).

# Intellectual Disabilities Instructional Support Planning Tool

Student Name:

Grade:

School:

DOB: Date:

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| --- | --- | --- | --- | --- | --- |
| **DOMAIN** | **STRENGTHS** | **NEEDS** | **A** | **B** | **C** |
| **Choose one (****), see note below\*** | | |
| **SELF DETERMINATION/**  **INDEPENDENCE** |  |  |  |  |  |
| **SOCIAL/EMOTIONAL**  **FUNCTIONING** |  |  |  |  |  |
| **COGNITIVE FUNCTIONING** |  |  |  |  |  |
| **INDEPENDENT LIVING** |  |  |  |  |  |
| **COMMUNICATION** |  |  |  |  |  |
| **ACADEMIC 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:** | | | | | |

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| Name: |  | School: |  | Date: |  |

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| **STUDENT’S LEVEL OF FUNCTIONING** | | | |
| A (MILD) B (MODERATE) C (COMPLEX) | | | |
| **SELF DETERMINATION/INDEPENDENCE** | **Student exhibits mild functional problems occasionally and intermittently** | **Student exhibits moderate functional problems not necessarily in every setting or at all times** | **Significant functional problems occur across multiple settings** |
| * With minimal support, can follow most routines and transitions | * With moderate support, can follow some but not all routines/transitions | * Cannot follow routines/transitions |
| * Requires minimal assistance to initiate/ perform tasks, and activities (at school and in community) | * Requires moderate support to initiate/perform tasks and activities (at school and in community) | * Requires significant adult support to initiate/perform tasks and activities (at school and community) |
| * Cares for personal hygiene and personal | * Some, but not consistent care with hygiene and personal grooming/clothing | * Disinterested in personal care and requires significant adult support (if physically capable) |
| * Needs occasional reminders to engage in leisure activities | * Needs guidance to engage in leisure activities | * Needs constant support to engage in leisure activities |
| * Needs regular reminders to respect others’ feelings | * Needs constant reminders to respect others’ feelings | * Unable to understand others’ feelings |
| * Prompting needed to ask for help | * Unable/unwilling to ask for help when needed (even when prompted) | * Unable to ask for help when needed |
| * Needs some guidance with choice making | * Needs significant guidance with making appropriate choices | * Unable to make simple choices |
| * Independently or with minimal guidance can access community resources for personal health   eg: dentist, medical doctor, etc. | * Requires step-by-step guidance to access community resources for personal health   eg: dentist, medical doctor, etc. | * Requires an adult to seek community resources for personal health   eg: dentist, medical doctor, etc. |
| * Occasionally manipulated by others (“gullible”) | * Easily manipulated by others (“gullible”) |  |

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| **STUDENT’S LEVEL OF FUNCTIONING** | | | |
| A (MILD) B (MODERATE) C (COMPLEX) | | | |
| **SOCIAL/EMOTIONAL FUNCTIONING** | **Student exhibits mild functional problems occasionally and intermittently** | **Student exhibits moderate functional problems not necessarily in every setting or at all times** | **Significant functional problems occur across multiple settings** |
| * Needs some direction with changes to routine/transitions | * Needs direct support with changes to routines and transitions | * Requires constant support with changes to routine and transitions |
| * Some difficulties with impulse control | * Moderate difficulties with impulse control | * Profound difficulties with impulse controls |
| * Some difficulties with anger control and/or minor levels of anxiety | * Moderate levels of anxiety/anger mgmt. problems | * Extreme levels of anxiety/anger management problems |
| * Occasionally fails to respond to mild behavioural intervention e.g., proximity, signaling, stating expectations, redirection, verbal correction, etc. | * Frequently fails to respond to behavioural intervention e.g., redirection, verbal correction, proximity, etc. | * Consistantly fails to respond to behavioural intervention e.g., redirection, verbal correction, proximity, etc. |
| * Occasional non-compliance/defiance | * Frequent non-compliance/defiance | * Consistently non-compliant and defiant |
| * Requires some adult support to socialize with peers | * Requires frequent adult support to socialize with peers | * Requires constant adult support to socialize with peers |
| * Easily influenced by peers to engage in risky behaviours | * Needs adult monitoring and coaching to avoid being influenced by peers to engage in high-risk behaviours | * Requires constant adult supervision to physically avoid interaction with peers who engage in high-risk behaviours |
| * Displays age-appropriate sexualized behaviour | * Occasionally displays inappropriate sexualized behaviour (comments, touching, language) | * Frequently displays inappropriate sexualized behaviour (comments, touching, language) |
| * Occasionally uses some verbal aggression (words, volume, tone) to respond to conflict | * Often uses verbal aggression (words, volume, tone) to respond to a conflict | * Almost always uses verbal aggression (words, volume, tone) to respond to a conflict |
| * Sometimes interacts/plays with children much younger | * Often interacts/plays with children much younger | * Exclusively interacts/plays with children much younger |
|  | * May attempt to cajole or intimidate others - antisocial or inappropriate behaviours | * Occasionally cajoles or intimidates others into participation in antisocial or inappropriate behaviours | * Frequently influences others into participation in antisocial/ inappropriate behaviours |

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| A (MILD) B (MODERATE) C (COMPLEX) | | | |
| **SOCIAL/EMOTIONAL** | * Able to problem solve personal and interpersonal issues with minimal adult support | * Requires some adult guidance to problem solve personal and interpersonal issues | * Requires full adult support to problem solve personal and interpersonal issues |
| * Will take responsibility for own action only when urged | * Will take responsibility for own actions only when faced with consequences | * Unwilling to take responsibility for own actions – externalizes responsibility |
| * Generally, attempts new or novel experiences/ activities independently | * Requires some/considerable encouragement to attempt new or novel activities | * Refuses to / rarely attempts new or novel experiences/activities |
| * Some inability to respect the rights and personal space of others | * Careless of the rights and personal space of others | * No regard for the rights or personal space of others |
| * May engage in negative self-talk | * Frequently engages in negative self-talk | * Constantly uses negative self-talk |
| * Reads observes/concrete social cues with occasional adult coaching | * Reads observes/concrete social cues with adult coaching | * Unable to read social cues |

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| **STUDENT’S LEVEL OF FUNCTIONING** | | | |
| A (MILD) B (MODERATE) C (COMPLEX) | | | |
| **COGNITIVE FUNCTIONING** | **Student exhibits mild functional problems occasionally and intermittently** | **Student exhibits moderate functional problems not necessarily in every setting or at all times** | **Significant functional problems occur across multiple settings** |
| * Some difficulties acquiring new information, making connections, and generalizing | * Significant difficulties acquiring new information, making connections, and generalizing | * Unable to acquire new information, make connections or generalize without support |
| * Some difficulties understanding and following instructions | * Significant difficulties understanding and following instructions | * Constant inability to understand and follow instructions |
| * Some difficulties with multistep and complex tasks | * Significant difficulties with multistep and complex tasks | * Unable to perform multi-step tasks |
| * Skills and abilities unevenly developed across assessed areas | * Skills and abilities are significantly delayed | * Very serious delays in all areas of cognitive functioning |
| * Needs concrete task presentation | * Limited to concrete tasks | * Requires assistance to complete concrete tasks |
| * Some difficulties with complex problem solving | * Very limited problem-solving abilities | * Little to no problem-solving skills |
| * Can learn information, but may not generalize or easily apply concepts learned | * Learns and uses skills exactly as taught (no generalization) | * Learns tasks only when individualized to personal level |
| * Some difficulties understanding social/interpersonal nuances, especially when they are not easily observable | * Consistent difficulties understanding social/interpersonal nuances | * Unable to understand social/interpersonal nuances |
| * Some difficulties with transitions or changes in routine | * Significant difficulties with transitions or changes in routine | * Unable to transition or change routine without significant support |

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| **STUDENT’S LEVEL OF FUNCTIONING** | | | |
| A (MILD) B (MODERATE) C (COMPLEX) | | | |
| **INDEPENDENT LIVING** | **Student exhibits mild functional problems occasionally and intermittently** | **Student exhibits moderate functional problems not necessarily in every setting or at all times** | **Significant functional problems occur across multiple settings** |
| * Demonstrates awareness of healthy living practices (exercise, eating, medication use, substance abuse, sexual behaviours). May require occasional reminders | * Requires ongoing instruction and monitoring to demonstrate awareness of healthy living practices (exercise, eating, medication use, substance abuse, sexual behaviours) | * Requires continual adult support to demonstrate awareness of healthy living practices (exercise, eating, medication use substance abuse, sexual behaviours) |
| * Demonstrates safety skills re: home, internet, community, and work, requires occasional reminders and instruction | * Requires ongoing instruction and reminders of safety procedures re: home, internet, community, and work | * Requires continual adult support to follow safety procedures re: home, internet, community & work |
| * Requires minimal assistance to obtain information when needing to access community resources | * Requires assistance to obtain information when needing to access community resources | * Others must obtain information for individual when accessing community resources |
| * Able to travel independently in community using public transportation | * Able to travel independently in community using public transportation on familiar routes, requires direct instruction for any new route or mode | * Requires constant supervision to travel on public transportation |
| * Only sometimes expresses preferences and interests | * Rarely expresses personal preferences and interests | * Unable to express preferences and interests |
| * Can perform basic household management tasks such as cooking and cleaning with minimal assistance | * Requires ongoing prompting and instruction to perform household management tasks such as basic cooking and cleaning | * Others perform most household management tasks such as cooking and cleaning |
| * Can manage own money and maintain a budget with occasional monitoring | * Requires ongoing monitoring and guidance to manage own money and maintain a budget | * Requires others to manage their money and maintain a budget |
| * Participates independently in community recreation and leisure pursuits | * Requires monitoring and some occasional assistance to participate in community recreation and leisure pursuits | * Requires 1 to 1 support to participate in community recreation and leisure pursuits |
| * Able to independently job seek or create a resume with minimal assistance | * Able to job seek or create a resume with direct instruction and support | * Requires others to find/create employment (work placements) |
| * Demonstrates job search, application, and interview skills independently or with occasional guidance and support | * Can demonstrate job search, application and interview skills with ongoing support and guidance | * Requires others to find/create employment (work placements) |
|  | * Able to work independently in paid employment with some initial training and minimal support | * Able to work independently in paid employment with ongoing monitoring/supports in place | * Requires full time support for employment (work placements) |

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| **STUDENT’S LEVEL OF FUNCTIONING** | | | |
| A (MILD) B (MODERATE) C (COMPLEX) | | | |
| **COMMUNICATIONS** | **Student exhibits mild functional problems occasionally and intermittently** | **Student exhibits moderate functional problems not necessarily in every setting or at all times** | **Significant functional problems occur across multiple settings** |
| * May have difficulty understanding multi- step instructions | * Frequent difficulty understanding multi-step instructions | * Significant difficulty understanding language. |
| * Often need prompts/cues to attend to conversations/class discussions/social interactions | * Requires frequent support to attend to or participate in conversations/class discussions   /social interactions | * Is non-verbal or minimal in verbal output |
| * Often has difficulty using and interpreting abstract language | * Frequent difficulty using and interpreting abstract language | * Limited communication intent - vocalizations produced without clear communicative intent |
| * May have difficulty interpreting/ respond. to others and using non-verbal cues | * Significant difficulty interpreting, responding to, or using non-verbal cues | * Constant non/verbal cueing needed to attend to interaction opportunities, instruction and discussion with others |
| * Requires more time to process language | * Requires significant time to process language | * Unable to process language without support |
| * May need Augmentative Communication systems for self-expression and learning | * Augmentative and/or alternative communication systems required for self-expression and learning | * Dependent on assistance for learning and to communicate in all environments (e.g., visual supports, communication books, switches, technology) |
| * May need some support to interact with others | * Frequent support to interact with others needed | * Significant support to interact with others |
| * Some difficulty communicating needs, experiences, and interests | * Frequent difficulty communicating needs, experiences, and interests | * Significant difficulty communicating needs, experiences and interests |

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| **STUDENT’S LEVEL OF FUNCTIONING** | | | |
| A (MILD) B (MODERATE) C (COMPLEX) | | | |
| **ACADEMIC ACHIEVEMENT** | **Student exhibits mild functional problems occasionally and intermittently** | **Student exhibits moderate functional problems not necessarily in every setting or at all times** | **Significant functional problems occur across multiple settings** |
| * Student often needs adaptations and/or modified learning outcomes | * Student requires modified learning outcomes | * Requires significant modifications to all learning outcomes |
| * Needs some support to complete academic work | * Limited independence with academic work, requires considerable academic support | * Profound difficulties with any academic learning |
| * Acquisition of academic skills requires limited support | * Very limited acquisition of academic skills | * Requires fully individualized support ofr all learning activities |
| * Uneven development of academic skills | * Low academic skills across areas | * Minimal to no academic skills |
| * Generalized some learned skills | * Significant difficulties generalizing learned skills | * No generalization of learned skills observed |
| * May have relative strengths in basic academic or rote skills | * Limited basic or rote academic skills | * Absence of basic or rote academic skills |
| * Requires some assistance with organization of learning materials and workspace | * Requires significant amount of assistance managing materials required for academic works | * Requires individualized support for any use of materials or manipulative learning items |
| * Some difficulties with multiple tasks and attending to instructions | * Significant difficulties with multiple tasks or multi-step learning and attending to instructions | * Unable to complete multiple tasks and attending instructions very limited |
| * Represents learning (showing what is learned) through more limited variety of forms | * Very limited representation of learning | * Learning strategies not observed |
| * Has limited learning strategies in regular use | * Very limited learning strategies | * Learning strategies not observed |
| * Requires extra time to learn and complete work | * Requires significant amount of extra time to learn and complete work | * Requires significant assistance to complete even minimal work |
| * Often requires learning tasks to be concrete and explicit with frequent rehearsal and repetition | * Only learns through step-by-step teaching with significant rehearsal and repetition | * Learning very limited despite rehearsal and repetition |

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| **EXAMPLES OF SUPPORTS** | | | |
| A (MILD) | B (MODERATE) | | C (COMPLEX) |
| **SELF DETERMINATION/INDEPENDENCE** | | | |
| * Occasional reminders and prompts * Peer coaching/buddy system for social modeling * Assistance to transition between some activities * Transition plan * Community services/agencies | * Integrated case management * Frequent supervision * Social skills training * Social thinking training * Direct life-skills * Structured peer coaching * Peer mentoring * Development of functional life-skills transition plan * Transition plan * Community services/agencies | | * Intensive, integrated case management * Consistent, direct adult supervision * Safety planning Functional life-skills planning * Transition plan * Community services/agencies |
| **SOCIAL EMOTIONAL FUNCTIONING** | | | |
| * Structured class routines * Breaks built into the schedule * Token economy * Environmental considerations (remove distractors) * Develop positive relationship with key person in school * Small group activities | * Structured class routines * Staff proximity * Frequent staff intervention to proactively monitor behaviours * Consistent behaviour intervention strategies across domains * Develop positive relationship with key person in school * Interagency involvement | | * Intensive and individual, programming * Trained personnel in on-verbal crisis intervention * Highly structured behaviour program * Closely supervised social situations * Ongoing medical team consultation * Interagency involvement * Consistent behaviour intervention strategies across domains |
| **COGNITIVE FUNCTIONING** | | | |
| * Daily or frequent contact throughout the week * Adaptations and/or modifications are individualized * Life skills education required * Ongoing specialist teacher support for integration | * Integrated case management required * Significant modification of learning outcomes * Fully modified curriculum * Repetition/reinforcement of concepts and basic academic skills | | * Intensive case management * High degree of individualized, one-on-one support * Individualized programming |
| **INDEPENDENT LIVING** | | | |
| * Some adaptation and/or modification of curriculum * Smaller group instruction and/or individualized instruction intermittently throughout the year * Learning plan | * Significant modification of learning expectations (learning plan or IEP) * Use of modified/adapted curriculum * Structured feedback to give maximum praise/reinforcement for progress on individualized program * High levels of practice and repetition (mastery learning) of functional curriculum | | * Individualization of learning outcomes, goals, and objectives (IEP) * Adaptations and modifications are complex and highly individualized |
| **ACADEMIC ACHIEVEMENT** | | | |
| * Daily or frequent contact throughout the week * Adaptations and/or modifications are individualized * Life skills education required * Ongoing specialist teacher support for integration | * Integrated case management required * Significant modification of learning outcomes * Fully modified curriculum * Repetition/reinforcement of concepts and basic academic skills * Life skills education required | * Intensive case management * High degree of individualized, one-on-one support * Individualized programming * Life skills education required | |