

Behaviour Intervention/ Mental Illness Instructional Support Planning Process

Student's Name _____

Grade _____

School _____

DOB _____

Date _____

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

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

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A (MILD) | B (MODERATE) | C (COMPLEX) |
|---|---|---|---|---|
| COMMUNICATION | <p>Receptive & Expressive Communication. Understanding and using spoken language as a tool for communication.</p> <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 - Speech-Language Pathology assessment - Augmentative Communication Specialist assessment - Behavioural Specialist Assessment - Adaptive Testing: <ul style="list-style-type: none"> o Vineland Adaptive Behavior Scales o Scales of Independent Behavior Revised SIB-R o Supports Intensity Scale (SIS) - Psycho-educational testing - Medical evaluation - Audiological evaluation - Visual evaluation - Other | The student's level of functioning | | |
| | | <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"> <input type="checkbox"/> May need prompting/cueing to attend to conversations/class discussions <input type="checkbox"/> May ignore speaker/interrupts <input type="checkbox"/> May need to be spoken to more slowly <input type="checkbox"/> Some difficulty understanding verbal instructions – may need clarification/restatement <input type="checkbox"/> Some difficulty interpreting and responding to normal non-verbal behaviours and cues from others <input type="checkbox"/> Some difficulty with the appropriate use of non-verbal behaviours and cues from others <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"/> May have difficulty communicating 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"/> Takes things literally <input type="checkbox"/> Tends to use fabrication and and/or embellishment | <ul style="list-style-type: none"> <input type="checkbox"/> Needs regular verbal and/or non-verbal cueing to attend to instructions and discussions <input type="checkbox"/> May also need simple gestures to enhance understanding of verbal communication <input type="checkbox"/> Has difficulty understanding instructions <input type="checkbox"/> Frequent difficulty interpreting and responding to normal non-verbal behaviours and cues from others <input type="checkbox"/> Frequent difficulty with the appropriate use of non-verbal behaviours and cues from others <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"/> Misunderstands complex sentences, language (e.g. humour, metaphor, simile, inference) <input type="checkbox"/> Difficulty following topic, watching speaker <input type="checkbox"/> Occasionally ignores people speaking to him/her <input type="checkbox"/> Occasionally has difficulty communicating needs in most environments <input type="checkbox"/> Language may be simple but has difficulty communicating needs | <ul style="list-style-type: none"> <input type="checkbox"/> Constant verbal and/or non-verbal cueing to attend to instructions and discussions <input type="checkbox"/> Concrete visual supports may be also be needed (e.g., pic symbols, pictures, gestural signs) <input type="checkbox"/> Communicates basic needs and wants only with supports and prompts – includes absence of spoken language <input type="checkbox"/> May become socially withdrawn and/or becomes agitated or aggressive when not easily understood <input type="checkbox"/> Tactile defensive <input type="checkbox"/> Frequently ignores people speaking to him/her <input type="checkbox"/> Requires assistance or is dependent on assistance in understanding instructions <input type="checkbox"/> Frequently has difficulty communicating needs in most environments <input type="checkbox"/> Cannot communicate needs. Verbalizations may be highly stereotyped, echolalic, perseverative |
| Examples of Supports | | | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Use of verbal/nonverbal cues to gain attention <input type="checkbox"/> Some simplification of verbal instructions <input type="checkbox"/> Monitoring understanding/compliance to instructions <input type="checkbox"/> SLP consultation/support <input type="checkbox"/> Preferential seating <input type="checkbox"/> Use of peer coach/buddy system <input type="checkbox"/> Some case management | <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"/> Use of alternate forms of communication (visual cues, signs, pictograms, etc.) <input type="checkbox"/> Verbal communication may need to be simplified (ie. presented in stages, delivered at a slower pace) | <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"/> Extensive individualized support <input type="checkbox"/> Safety planning | |

| DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION | | A (MILD) | B (MODERATE) | C (COMPLEX) |
|---|--|--|--|--|
| 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 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"> - 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 <p>POSSIBLE SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> - File review - Vineland Adaptive Behavior Scales - Scales of Independent Behavior Revised SIB-R - Supports Intensity Scale (SIS) - Other | <ul style="list-style-type: none"> <input type="checkbox"/> Has most of the required skill sets for functioning independently and may follow most routines and transitions <input type="checkbox"/> May function independently in the school environment most of the time; may need some mild staff intervention <input type="checkbox"/> Interacts with peers; may need some mild social re-direction <input type="checkbox"/> Some lack of care of personal hygiene, disinterest in grooming/clothing <input type="checkbox"/> Some lack of care for personal grooming/clothing <input type="checkbox"/> Occasional reminders to engage learning and/or leisure activities <input type="checkbox"/> Needs some adult mediation/direction <input type="checkbox"/> May require assistance with some activities during transitioning <input type="checkbox"/> Some problems with social problem solving <input type="checkbox"/> May require some reminders about the needs of others <input type="checkbox"/> May make sexually related comments or engage in inappropriate behaviour with sexual overtones <input type="checkbox"/> May demonstrate some difficulties with impulse control <input type="checkbox"/> May have difficulty understanding the feelings and rights of others. <input type="checkbox"/> Disappointed with self | <ul style="list-style-type: none"> <input type="checkbox"/> Occasionally follows some but not all routines <input type="checkbox"/> Needs occasional direction/prompting around social skills/interactions with peers and adults <input type="checkbox"/> Will occasionally initiate tasks and activities but may require support to complete <input type="checkbox"/> Disinterested in persona; grooming/ hygiene <input type="checkbox"/> Some inappropriate sexual behaviours/comments <input type="checkbox"/> Needs guidance to engage in learning or leisure activities <input type="checkbox"/> Sometimes demonstrates poor impulse control <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 <input type="checkbox"/> May occasionally demonstrate difficulties with impulse control <input type="checkbox"/> Careless of feelings or rights of others (destruction of property, vandalism, stealing) <input type="checkbox"/> Often personally discouraged | <ul style="list-style-type: none"> <input type="checkbox"/> Frequently does not follow school/class routines <input type="checkbox"/> Little desire to achieve independence <input type="checkbox"/> Requires special program support planning <input type="checkbox"/> Needs frequent direction/prompts around social skills/interactions with peers and adults <input type="checkbox"/> Sexual behaviour may be overt, repetitive and significantly interfere with social functioning <input type="checkbox"/> Drug use may be overt, repetitive and significantly interfere with functioning <input type="checkbox"/> Frequently demonstrates poor impulse control <input type="checkbox"/> Unaware of interpersonal and/or physical danger <input type="checkbox"/> No regard for the 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 – few leisure interests or skills <input type="checkbox"/> Constant reminders/unable to understand the feelings of others <input type="checkbox"/> Needs constant adult mediation/direction <input type="checkbox"/> Needs constant support to understand how their behaviour affects others <input type="checkbox"/> Requires continuous assistance during transitioning <input type="checkbox"/> All social problems require direct mediation <input type="checkbox"/> No regard for personal hygiene <input type="checkbox"/> Extremely disappointed with self resulting in negative self-concept <input type="checkbox"/> Lack of "agency" (does not believe she/he has any power to make change/s) |
| | 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 | <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"/> Some behaviour intervention regarding social behaviour <input type="checkbox"/> Direct life-skills instruction <input type="checkbox"/> Structured peer coaching | <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 <input type="checkbox"/> Functional life-skills planning <input type="checkbox"/> Skill development for independent living <input type="checkbox"/> Referral into community resources and programs | |

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