

PHYSICAL DISABILITIES/CHRONIC HEALTH IMPAIRMENTS INSTRUCTIONAL SUPPORT PLANNING PROCESS

(not to be used for students with Dependent Handicaps)

Student's Name _____

Grade _____

School _____

DOB _____

Date _____

DOMAIN	STRENGTHS	NEEDS	A B C		
			Choose one (✓), see note below*		
<i>PHYSICAL FUNCTIONING</i>					
<i>COMMUNICATION</i>					
<i>SOCIAL//EMOTIONAL FUNCTIONING</i>					
<i>ACADEMICS/ INTELLECTUAL FUNCTIONING</i>					
<i>SELF DETERMINATION/ INDEPENDENCE</i>					

*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.

Note: A student who requires assistance at all times for feeding, dressing, toileting, mobility and personal hygiene should be evaluated as "dependent handicapped" (see Manual of Procedures and Guidelines).

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:

DESCRIPTION OF DOMAIN & TYPICAL SOURCES OF INFORMATION		A	B	C
SOCIAL\EMOTIONAL FUNCTIONING	<p>– Adapting behaviours across environments and contexts to meet social/community expectations. Exhibiting social and emotional behaviours that are acceptable and support learning.</p> <p>Regulation of social/emotional functions:</p> <ul style="list-style-type: none"> – impulse control – mood – anxiety – appropriate reciprocal social behaviour – appropriate sexual behaviour 	The student’s level of functioning		
		<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p>	<p><i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i></p>	<p><i>Significant impairment of functioning occurs across multiple settings</i></p>
	<p>POSSIBLE SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> – File review - Observation – Vineland-Maladaptive Scale – BASC – Connor’s Rating Scale – SIB-R Maladaptive – Functional behavior assessment – Physician/Child Psychiatrist – Other 	<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"/> Needs some direction with changes to routine/transitions <input type="checkbox"/> Occasional atypical social behaviour (shouting, vocalizing, intruding) <input type="checkbox"/> Occasionally fails to respond to mild behavioural intervention (e.g., proximity, signaling, stating expectations, redirection, verbal correction, etc.) <input type="checkbox"/> May need some structured behaviour management techniques/procedures (e.g., token economy, checklists, shaping, response cost, quiet time, etc.) <input type="checkbox"/> Attempts to socialize; few friends <input type="checkbox"/> Minor levels of anxiety and/or worry <input type="checkbox"/> Some problems with anger when frustrated or confused <input type="checkbox"/> May not respond appropriately to praise/reinforcement 	<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"/> Needs direct support with changes of routine and transitions <input type="checkbox"/> Regular socially atypical behaviours (shouting, vocalizing, intruding) <input type="checkbox"/> Fails to respond to mild behavioural intervention (e.g., 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"/> Moderate levels of anxiety and/or worry <input type="checkbox"/> Becomes angry when frustrated or confused <input type="checkbox"/> May not benefit from punishment/consequence oriented models of behaviour management 	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing severe problems with impulse control <input type="checkbox"/> Severe and sustained problems with anger control <input type="checkbox"/> Needs continuous support for changes of routine and transitions <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"/> Throws object/s, hits, tantrums, screams <input type="checkbox"/> Sexual touching of self or others <input type="checkbox"/> General aggression <input type="checkbox"/> Needs intensive and immediately available interventions <input type="checkbox"/> May need extensive “time out” and/or physical restraint <input type="checkbox"/> Adult mediation of social situations <input type="checkbox"/> Behaviours are dangerous to self and/or others <input type="checkbox"/> Unable to relate to peers <input type="checkbox"/> Severe levels of anxiety and/or worry <input type="checkbox"/> Currently taking or recommended for psychiatric medications <input type="checkbox"/> Excessively withdrawn <input type="checkbox"/> Suicidal ideation <input type="checkbox"/> Tactile defensive
	Examples of Supports			
	<ul style="list-style-type: none"> <input type="checkbox"/> Some structuring of class routines (transition cueing, re-direction, slower instruction, adjustment of timelines and expectations, 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent and structured class routines (clear schedules, routines, rules and expectations) <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 	<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 learning and positive behaviour support approaches <input type="checkbox"/> Safety Planning 	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
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 - Audiological evaluation - Visual evaluation - Speech-Language Pathology assessment - Augmentative Communication Specialist assessment - Functional behaviour assessment - Adaptive Testing: <ul style="list-style-type: none"> o Vineland o Scales of Independent Behavior-Revised (SIB-R) o Supports Intensity Scale (SIS) - Psycho-educational testing - Medical evaluation - Other 	The student's level of functioning		
	<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes needs prompting/cueing to attend to conversations/class discussions <input type="checkbox"/> May need to be spoken to more slowly <input type="checkbox"/> Some difficulty understanding instructions – may need clarification/restatement <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"/> Usually communicates 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"/> Sometimes misinterprets body language, has difficulty with conversations, doesn't follow the flow of a conversation 	<p><i>Student exhibits moderate impairment in functioning but not necessarily in every setting or at all times</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs regular non-verbal cueing to attend to instructions and discussions <input type="checkbox"/> May need simple gestures to enhance understanding of verbal communication <input type="checkbox"/> Has difficulty understanding instructions <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"/> Difficulty with complex sentence structure <input type="checkbox"/> May misunderstand pragmatic language. <input type="checkbox"/> Takes things literally <input type="checkbox"/> Misunderstands complex sentences, language structures, verb tenses, humour, metaphor, simile <input type="checkbox"/> Difficulty in a group with turn-taking, following topic, watching speaker <input type="checkbox"/> Frequently ignores people speaking to him/her 	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs constant verbal/visual cueing to attend to instructions and discussions <input type="checkbox"/> Concrete visual supports may be needed (e.g., pic symbols, pictures, gestural signs) <input type="checkbox"/> Heavy dependence on imitation of others to follow routines <input type="checkbox"/> Communicates basic needs and wants only with supports and prompts <input type="checkbox"/> Absence of spoken language <input type="checkbox"/> Rarely communicates or attempts to communicate with peers or others <input type="checkbox"/> Verbalizations may be highly stereotyped <input type="checkbox"/> Vocalizations used to replace language. Lack of communication skills may lead to frustration/anger <input type="checkbox"/> Socially withdrawn in group situations <input type="checkbox"/> Tactile defensive 	
	Examples of Supports			
<ul style="list-style-type: none"> <input type="checkbox"/> Some case management <input type="checkbox"/> Use of verbal/nonverbal cues to gain attention <input type="checkbox"/> Some simplification of verbal instructions <input type="checkbox"/> Monitoring understanding of instructions <input type="checkbox"/> SLP consultation/support <input type="checkbox"/> Preferential seating <input type="checkbox"/> Use of peer coach/buddy system 	<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"/> Some use of alternate forms of communication (visual cues, signs, pictograms, etc.) <input type="checkbox"/> Model and practise desired behaviour <input type="checkbox"/> SLP consultation and support <input type="checkbox"/> Simplify and repeat verbal instructions 	<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"/> Regular use of alternate forms of communication <input type="checkbox"/> Extensive individualized support <input type="checkbox"/> Formal teaching of social skills <input type="checkbox"/> Model and practise desired behaviour <input type="checkbox"/> SLP consultation and support <input type="checkbox"/> Simplify and repeat verbal instructions 		

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
PHYSICAL FUNCTIONING	<p>Degree to which the student's PD/CHI impedes physical independence. May include:</p> <ul style="list-style-type: none"> - Mobility, feeding and toileting problems (but not at the Dependent Handicapped level). - Gross motor skills including safety issues, participation in physical activities (PE, dance, games, recess, classroom movement, etc.). - Fine motor skills including printing, writing, drawing, cutting, use of keyboard or mouse, clothing, fasteners, etc. <p>POSSIBLE SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> - File review. - Occupational Therapy consultation and/or therapy. - Physical Therapy consultation and/or therapy. - Augmentative Communication Specialist consultation and/or Therapy. - Medical/paediatric evaluation - Visual evaluation - Adaptive Testing: <ul style="list-style-type: none"> o Vineland o Scales of Independent Behavior-Revised (SIB-R) o Supports Intensity Scale (SIS) - Psycho-educational testing <ul style="list-style-type: none"> o WISC-IV o Stanford-Binet IV o Dynamic Assessment Procedure (DAP) o Bender Visual-Motor Gestalt Test o Beery VMI (The Beery-Buktenica Developmental Test of Visual-Motor Integration), etc. - Public Health Nurse - Other 	The student's level of functioning		
		<p><i>Student exhibits mild impairments in functioning occasionally and intermittently</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Has minor concerns that are manageable; i.e., requires occasional assistance with mobility, health or personal care needs <input type="checkbox"/> Functions independently in the school environment most of the time <input type="checkbox"/> Need for occasional supervision or support for medical procedures (e.g., glucose monitoring, urine testing) <input type="checkbox"/> Some difficulty with individual participation in physical activities <input type="checkbox"/> Some monitoring or supports for fine motor output (e.g., cutting, pasting, keyboard, mouse, etc.) <input type="checkbox"/> May have some problems with auditory or visual tasks (e.g., discrimination, attention, tracking, etc.) <input type="checkbox"/> Some over or under-sensitivity to environmental stimuli 	<p><i>A history and likelihood of ongoing impairment of functioning, but not necessarily in every setting</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Requires frequent assistance with health or personal care needs <input type="checkbox"/> Modification/adaptation to curriculum required because of fine motor problem/s <input type="checkbox"/> Minor adaptation for physical access <input type="checkbox"/> Needs close monitoring to ensure physical safety during games/activities, recess <input type="checkbox"/> Needs adaptations/modifications to ensure participation with peers in fine and gross motor activities <input type="checkbox"/> Needs specialized software/hardware to support written output <input type="checkbox"/> May need some supervision for eating/toileting <input type="checkbox"/> May need specific interventions/accommodations for physical completion of visual/auditory tasks <input type="checkbox"/> Usually over or under-sensitive to environmental stimuli 	<p><i>Significant impairment of functioning occurs across multiple settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Requires intensive assistance with health or personal care needs <input type="checkbox"/> Requires complex adaptations to curriculum because of fine and gross motor problems <input type="checkbox"/> Unable to participate meaningfully in physical activities without significant adaptation <input type="checkbox"/> Physical activities require direct adult supervision/support <input type="checkbox"/> Requires augmentative communication devices/supports <input type="checkbox"/> Unaware of need for toileting <input type="checkbox"/> Requires adult help for feeding and toileting <input type="checkbox"/> May need physical apparatus and specialist support for positioning and use <input type="checkbox"/> Tactile defensive <input type="checkbox"/> Significant lack of appropriate response to environmental stimuli
		Examples of Supports		
	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring to ensure mobility, health or personal care needs are responded to. <input type="checkbox"/> Monitoring to ensure medication taken correctly <input type="checkbox"/> Individual observation/monitoring around play apparatus/mechanical equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialized hardware/software to enhance written output <input type="checkbox"/> Significant direct monitoring of physical activities (gym, playground, etc.) to ensure safety and/or other medical intervention <input type="checkbox"/> Medication administered by an adult; records maintained <input type="checkbox"/> Some medications administered on "as needed" basis (e.g., bronchodilator, epinephrine, etc.) <input type="checkbox"/> Glucose response protocols and emergency plans/supplies in place <input type="checkbox"/> Support around play apparatus/mechanical equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Intensive staff support for mobility, toileting, feeding (but not at the Dependent Handicapped level) <input type="checkbox"/> Medical supports, such as gastro-feeding, by trained staff <input type="checkbox"/> Suction, gastro-feeding, inhalation therapy at times <input type="checkbox"/> Complex medical/safety plan in place <input type="checkbox"/> Adult supervision/tutelage around play apparatus/mechanical equipment 	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
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 impairments in functioning occasionally and intermittently</i>	<i>A history and likelihood of ongoing impairment of functioning, but not necessarily in every setting</i>	<i>Significant impairment of functioning occurs 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has most of the required skill set for functioning independently and follows most routines and transitions <input type="checkbox"/> Functions independently in the school environment most of the time <input type="checkbox"/> Tries to do things, with minimal assistance <input type="checkbox"/> Interacts with peers; may need some mild social re-direction <input type="checkbox"/> Some lack of care of personal hygiene <input type="checkbox"/> Some lack of care for personal grooming/clothing <input type="checkbox"/> Needs occasional reminders to engage in learning or leisure activities <input type="checkbox"/> Needs some adult mediation/direction <input type="checkbox"/> Some difficulties with social problem solving 	<ul style="list-style-type: none"> <input type="checkbox"/> Follows some but not all routines <input type="checkbox"/> Needs some direction/prompting around social skills/interactions with peers and adults <input type="checkbox"/> Will initiate tasks and activities but may require support to complete <input type="checkbox"/> Disinterested in personal grooming/hygiene (allow for physical/sensory impairments) <input type="checkbox"/> Unable/unwilling to access/use public transport without adult support <input type="checkbox"/> Some inappropriate sexual behaviours <input type="checkbox"/> Needs guidance to engage in learning or leisure activities <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not follow school/class routines <input type="checkbox"/> Little desire to achieve independence (allow for physical/sensory impairments) <input type="checkbox"/> Sexual behaviour may be overt, repetitive and significantly interfere with social functioning <input type="checkbox"/> Few leisure interests or skills <input type="checkbox"/> Poor impulse control <input type="checkbox"/> Unaware of interpersonal and/or physical danger <input type="checkbox"/> Careless of 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 <input type="checkbox"/> Constant reminders/unable to understand the feelings of others <input type="checkbox"/> Needs constant adult mediation/direction <input type="checkbox"/> Requires continuous assistance during transitioning <input type="checkbox"/> All social problems require direct mediation
	POSSIBLE SOURCES OF INFORMATION <ul style="list-style-type: none"> - File review - CASEY Life Skills - Observation - Scales of Independent Behavior-Revised (SIB-R) - Vineland - Supports Intensity Scale (SIS) - Other 	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 <input type="checkbox"/> Assistance to transition between some activities 	<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"/> Social behaviour interventions <input type="checkbox"/> Direct life-skills instruction <input type="checkbox"/> Structured peer coaching <input type="checkbox"/> Development of functional life-skills transition plans 	<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 ("safety plans") <input type="checkbox"/> Functional life-skills planning <input type="checkbox"/> Transition planning into community resources and programs 	

DESCRIPTION OF DOMAIN & POSSIBLE SOURCES OF INFORMATION		A	B	C
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> <p>- Slow processing speed</p> <p>POSSIBLE SOURCES OF INFORMATION</p> <p>– File review</p> <p>- Observation</p> <p>– Level B academic assessment</p> <p>– Level C psycho-educational assessment</p> <p>– TONI-2</p> <p>– Curriculum-based assessment</p> <p>– Other</p>	The student’s level of functioning		
		<i>Student exhibits mild impairments in functioning occasionally and intermittently</i>	<i>A history and likelihood of ongoing impairment of functioning, but not necessarily in every setting</i>	<i>Significant impairment of functioning occurs across multiple settings</i>
		<input type="checkbox"/> Minor adaptations to 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"/> May appear to lack interest in learning; requires additional encouragement <input type="checkbox"/> Minor difficulties with multi-step or complex tasks <input type="checkbox"/> Academic skills test as mildly delayed <input type="checkbox"/> Skills/abilities appear evenly developed across assessed areas <input type="checkbox"/> Some difficulty with problem-solving, especially when dealing with abstractions (multiple step sequences or abstract concepts) <input type="checkbox"/> Much more comfortable in concrete academic tasks <input type="checkbox"/> Inconsistent use of learning strategies <input type="checkbox"/> Some difficulty keeping up with classroom pace	<input type="checkbox"/> Substantial adaptations to the curriculum <input type="checkbox"/> Ongoing problems learning new information <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"/> Easily confused by complex tasks/changes in routine <input type="checkbox"/> Academic skills test as moderately delayed <input type="checkbox"/> Difficulty understanding the thoughts and intentions of others (writers, peers, teachers) <input type="checkbox"/> Some areas may be adapted, other areas are modified <input type="checkbox"/> Has few learning strategies <input type="checkbox"/> Significant difficulty keeping up with classroom pace	<input type="checkbox"/> Substantially modified curriculum. <input type="checkbox"/> Significant skill gaps due to absences/delays in attendance as result of health condition <input type="checkbox"/> Extreme problems learning new material <input type="checkbox"/> Extreme difficulties attending to instruction and learning activities <input type="checkbox"/> Great difficulty acquiring and generalizing new information <input type="checkbox"/> Curriculum must be individualized to personal level <input type="checkbox"/> Easily confused by thoughts/intentions of others (writers, peers, teachers, etc.) <input type="checkbox"/> Academic skills test as severely delayed <input type="checkbox"/> Heavy reliance on routine <input type="checkbox"/> Great difficulty with transitions <input type="checkbox"/> Great difficulty with academic/social problem solving <input type="checkbox"/> Significant discrepancies between domains <input type="checkbox"/> Significant lack of learning strategies <input type="checkbox"/> Cannot keep up with classroom pace
		Examples of Supports		
<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 <input type="checkbox"/> Allow more time	<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 <input type="checkbox"/> Allow more time, give fewer questions	<input type="checkbox"/> Extensive integrated case management <input type="checkbox"/> Functional life-skills curriculum <input type="checkbox"/> Individualization of learning outcomes, goals and objectives <input type="checkbox"/> Adaptations and modifications are complex and highly individualized		