

**CURRENT AREAS OF IMPACT FROM PPP**

**CURRENT SOURCES OF SUPPORT FROM PPP**

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Indicate which best describes the learning capacity of the student:					Complete only the areas that are applicable F: Frequently O:Occasionally P: Periodically																																	
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	School Team		School Division Team						Other Agencies & External Supports				Comments																					
					Administrator, Classroom Teacher, Parent/Caregiver	Student Support Services Teacher	Educational Assistant	Consultant	Speech Language Pathologist	Psychologist	Counselor / Social Worker	Occupational Therapist / Physical Therapist	Health (ie: Physician, KCC, WRC, Child & Youth Services, CBOs)	Social Services (ie: Foster Care, Protection, Community Living, CBOs)	Corrections, Public Safety & Policing	RIC / CDS / Elders / Community / Community Based Organizations																						
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 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				
Communication	Uses speech & language or alternative forms of communication to effectively express ideas, thoughts, and needs	Difficulties understanding and expressing ideas, thoughts, and needs	Significant difficulty understanding and expressing ideas, thought, and needs	Communicates basic needs and wants only with supports and prompts	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:**

**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

**Educational Assistant**  
**Frequently:** Every day or on a regular schedule  
**Occasionally:** Regularly scheduled events (ie: PAA, speech blocks)  
**Periodically:** Specific activities or times of need (ie: swimming, field trips)

**Comments:**

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

**Comments:**

**Other Agencies**  
**Frequently:** Determining priorities; informing programming  
**Occasionally:** Regular Involvement  
**Periodically:** Specific activities or times of need

**Comments:**