

E.2 INTELLECTUAL DISABILITIES

Recent and ongoing technological advances in adaptive devices related to computer access, environmental controls and augmented communication have greatly enhanced learning opportunities for students with intellectual disabilities. Specialist staff should stay informed about current developments and introduce new technologies as appropriate and as resources permit.

Teachers' assistants

Teachers' assistants who work in classrooms with students with intellectual disabilities should have sufficient skills and training for the duties they are assigned.

It should be noted that teachers' assistants work under the direction of a teacher and the general supervision of a school principal. In-service training should include opportunities to further develop skills in these and related areas.

Students with Intellectual Disabilities: Quick Guide

Category	Mild Intellectual Disabilities	Moderate to Profound Intellectual Disabilities (Special Needs Funding Category)
Assessment Criteria Related to Student	<p>Demonstrate intellectual functioning that is 2 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning.</p> <p>Demonstrate significant limitations* in 2 or more adaptive skill areas (appropriate to the student's age) on a norm referenced measure of adaptive behaviour using instruments such as the <i>Vineland Adaptive Behaviour Scales-Second Edition (Vineland-11)</i>, <i>The Scales of Independent Behaviour-Revised (SIB-R/ICA)</i>, or the <i>Adaptive Behaviour Assessment System, Second Edition (ABAS-11)</i>.</p> <p>* The definition of "significant limitations" refers to performances that are 2 or more standard deviations below the mean.</p>	<p>Demonstrate intellectual functioning that is 3 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning.</p> <p>Demonstrate significant limitations* in 2 or more adaptive skill areas (appropriate to the student's age) on a norm referenced measure of adaptive behaviour using instruments such as the <i>Vineland Adaptive Behaviour Scales-Second Edition (Vineland-11)</i>, <i>The Scales of Independent Behaviour-Revised (SIB-R/ICA)</i>, or the <i>Adaptive Behaviour Assessment System, Second Edition (ABAS-11)</i>.</p> <p>* The definition of "significant limitations" refers to performances that are approximately 3 or more standard deviations below the mean.</p>
Criteria for Planning and Service	<p>IEP that addresses the student's needs, and includes any adaptations and modifications and services for the student.</p> <p>IEP outlines individualized goals and documents plans for interventions and measures for tracking student achievement in relation to the IEP goals.</p> <p>The student is receiving the services outlined in the IEP.</p>	<p>IEP that addresses the student's needs, and includes any adaptations and modifications and services for the student.</p> <p>IEP outlines individualized goals and documents plans for interventions and measures for tracking student achievement in relation to the IP goals.</p> <p>The student is receiving the services outlined in the IEP.</p>

Behaviour Needs or Mental Illness: Quick Guide Table

Category	Students Requiring Moderate Behaviour Supports or Students with Mental Illness	Students Requiring Intensive Behaviour Interventions or Students with Serious Mental Illness (Special Education Funding Supplement)
Assessment Criteria Related to Student	<ul style="list-style-type: none"> • Must have documentation of a behavioural, mental health and/or psychological assessment which indicates needs related to behaviour or mental illness • Demonstrate aggression, hyperactivity, delinquency, substance abuse, effects of child abuse or neglect, anxiety, stress related disorders, depression, etc. • Severity of the behaviour or condition has disruptive effect on classroom learning, social relations, or personal adjustment • Behaviour exists over extended time and in more than one setting • Regular in-class strategies not sufficient to support behaviour needs of student; beyond common disciplinary interventions • Rule out other conditions which may be contributing to the behaviour (for example, side effects of medication, learning disabilities) • For Mental Illness, the diagnosis must be made by a qualified mental health clinician 	<ul style="list-style-type: none"> • Must have documentation of a behavioural, mental health and/or psychological assessment which indicates the need for intensive intervention beyond the normal capacity of the school to educate • Demonstrate antisocial, extremely disruptive behaviour or profound withdrawal or other internalizing conditions in school • Behaviour or mental illness serious enough to be a risk to themselves or others and/or significantly interfere with academic progress of self and others • Behaviour persistent over time in most other settings • Behaviour or mental illness serious enough to warrant extensive interventions beyond the school • For <i>Serious Mental Illness</i>, the diagnosis must be made by a qualified mental health clinician (psychologist with appropriate training, psychiatrist or physician)
Criteria Related Planning and Service	<ul style="list-style-type: none"> • Must develop IEP with goals that address student's behaviour or social/emotional needs and measures for student achievement of the goals • Must provide support services and adaptations/modifications as indicated on the IEP • No requirement for shared planning, implementation, or funding with other service providers or agencies, but does not preclude such arrangements 	<ul style="list-style-type: none"> • Must develop IEP with goals that address student's behaviour or conditions of the mental illness and measures for student achievement of the goals • Must provide support services and adaptations/modifications related to the behaviour or mental illness as indicated on the IEP • Documentation to show that school district has already exhausted resources normally used for moderate behaviour interventions • Requirement that both plan and delivery of service is coordinated with community service provider or agency (i.e. mental health clinician, Ministry of Children and Family Development, Mental Health, First Nations Social Worker). Not enough that another agency or ministry is "involved".