

Category – Communication - Autism

MINISTRY OF EDUCATION DEFINITION

Autism is a severe learning disorder that is characterized by:

- *disturbances in:*
 - a) *rate of educational development;*
 - b) *ability to relate to the environment;*
 - c) *mobility;*
 - d) *perception, speech, and language; and*

- *a lack of the representational-symbolic behaviour that precedes language*

Assessment/Diagnostic Information	IPRC Criteria, Guidelines and Referral Process
<p>Information from a variety of medical and/or psychological sources including:</p> <ul style="list-style-type: none"> • Diagnostic and specific assessments relating to adaptive behaviour, social interaction, and academic achievement. • Persistent deficits in social communication and social interaction across contexts, not accounted for by general development delays • Restricted, repetitive patterns of behaviour, interests, or activities • Early developmental history when reviewing the student's profile • Needs together limit and impair everyday functioning 	<p>Guidelines:</p> <ul style="list-style-type: none"> • Focus the discussion on the student's strengths and needs • Consider assessment information from a regulated health professional • If the student is already Exceptional, review the current IEP • The IPRC secretary will manage follow-up communication and record keeping. <p>Referral Process:</p> <ul style="list-style-type: none"> • Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC • Schools make referrals to the Regional Special Programs IPRC for identification and placement • Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral • The IPRC may defer making identification or placement decisions • Representatives from the referring school will manage the pre-meeting communication and record keeping.

Autism Spectrum Disorders (ASD) are complex neurological disorders that have a lifelong effect on the development of various abilities and skills. ASD is characterized by impairments in communication and social interaction, as well as unusual patterns of behaviours, interests and activities. The term “spectrum” is used to recognize a range of disorders that include a continuum of developmental severity (Asperger’s Disorder, PDD-NOS, Autistic Disorder). The symptoms of ASD can range from mild to severe impairments in several areas of development.
Effective Educational Practices for Students with Autism Spectrum Disorders, A Resource Guide, 2007

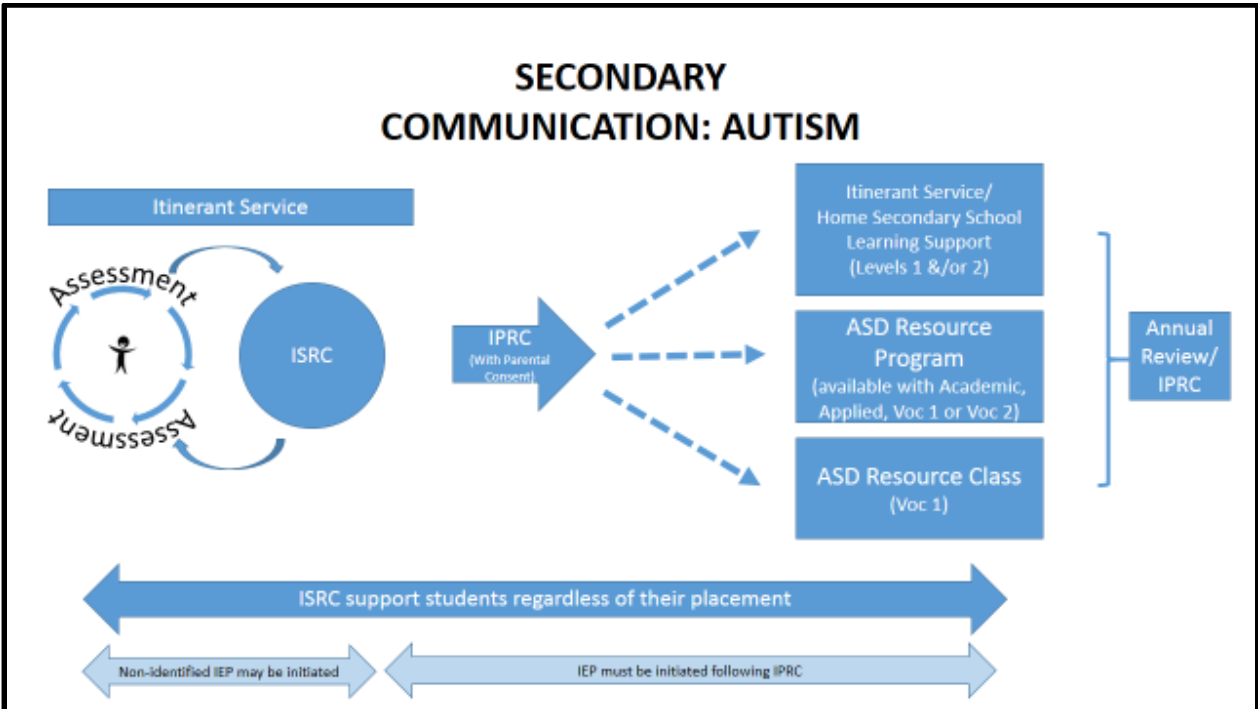
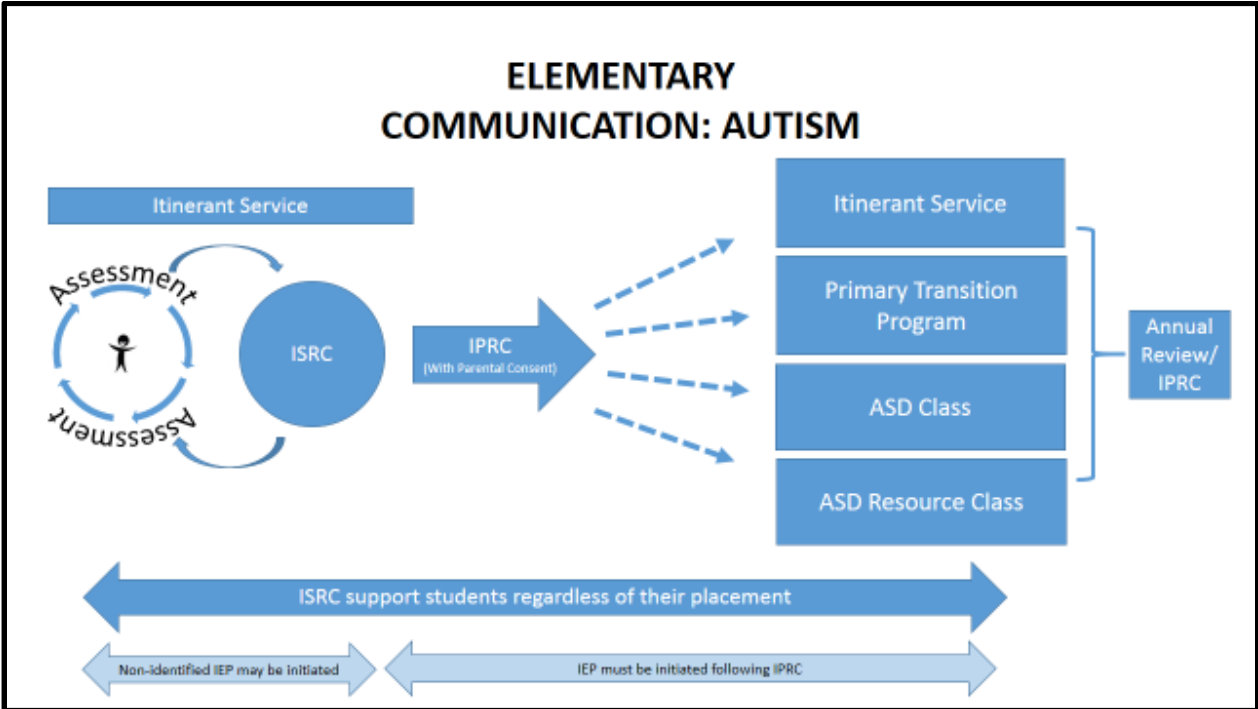
PROCEDURE, POLICY AND MEMORANDUM 140

All programming for students with a diagnosis of Autism Spectrum Disorder (ASD) follows the Ministry of Education’s Procedure, Policy and Memorandum (PPM) 140 which states that students with ASD are entitled to receive programming which incorporates the principals of Applied Behavioural Analysis when necessary.

Applied Behavioural Analysis states that a student’s program must include:

- individualization
- data collection
- reinforcement of targeted skills
- generalization of skills to new environments

PLACEMENT OPTIONS FOR STUDENTS IDENTIFIED WITH A COMMUNICATION – AUTISM EXCEPTIONALITY



PLACEMENT: **Itinerant Service**

Class Placement: ***Itinerant Service***
Home school: **Regular education class**

Class Type: **Indirect**

Program Grades: **All grades from Kindergarten to Grade 8**

Class Size: **Ministry of Education regulations for class size**

Staffing: **Regular education classroom teacher**
Itinerant Autism Spectrum Disorder teacher

Program Description:

- Students attending the Peel District School Board who have a diagnosis of Autism receive Itinerant services prior to being identified as an exceptional student.
- Students are then identified through an Identification Placement and Review Committee (IPRC) meeting as Exceptional *Communication – Autism* and are placed as receiving *Itinerant Service*.
- Itinerant services are designed to support students within the framework of regular education classroom programs.
- The itinerant teacher offers consultation to teachers and coordination of information between home, school and community agencies.
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan.

PLACEMENT: Primary Transition (PTP) Program

Class Placement: *Primary Transition Program*
Regional Placement: **Special Programs Class**

Class Type: **Fully Self Contained**

Program Grades: **Kindergarten – Grade 2**

Class Size: **6 Students**

Staffing: **1 Teacher**
2 Teaching Assistants

Program Description:

- Students enrolled in the program are placed through a central board office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies the student as exceptional and offers a placement in the *Primary Transition Program*.
- The program is designed to support students with a diagnoses of Autism Spectrum Disorder at the Primary level.
- The program goals are to promote the development of communication skills, literacy and mathematical behaviours and to foster independence in daily self-management.
- Students work towards increased levels of inclusion within the school community.
- Programs include Ministry curriculum guidelines which have been modified to meet the learner's needs and alternative expectations which are documented in the Individual Education Plan.

PLACEMENT: Autism Spectrum Disorder (ASD) Program
(Primary/Junior)

Class Placement: *Autism Spectrum Disorder Program (ASD Program)*
Regional Placement: **Special Program Class**

Class Type: **Fully Self Contained**
(With integration opportunities)

Program Grades: **Grades 3 – 5**

Class Size: **6 Students**

Staffing: **1 Teacher**
2 Teaching Assistants

Program Description:

- Students enrolled in the program are placed through a central board office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies the student as exceptional and offers a placement in the *Autism Spectrum Disorder Program*.
- The program is designed to support students with a diagnoses of Autism Spectrum Disorder at the Junior and Intermediate levels.
- The special class program offers additional staffing to allow for greater intensity of program delivery for students on the Autism Spectrum.
- The program goals are to provide continued support and intervention in order to promote growth in communication, social development, self-regulation, and academic development.
- Students have access to assistive technology to ensure that their educational needs are being accommodated.
- Students work towards increased levels of inclusion within the school community
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan.

PLACEMENT: Autism Spectrum Disorder (ASD) Program (Intermediate)

Class Placement: *Autism Spectrum Disorder Program (ASD Program)*
Regional Placement: **Special Program Class**

Class Type: **Fully Self Contained**
(partially integrated)

Program Grades: **Grades 6 – 8**

Class Size:
8 Students

Staffing: **1 Teacher**
2 Teaching Assistants

Program Description:

- Students enrolled in the program are placed through a central board office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies the student as exceptional and offers a placement in the *Autism Spectrum Disorder Program*.
- The program is designed to support students with a diagnoses of Autism Spectrum Disorder at the Junior and Intermediate levels.
- The special class program offers additional staffing to allow for greater intensity of program delivery for students on the Autism Spectrum.
- The program goals are to provide continued support and intervention in order to promote growth in communication, social development, self-regulation, and academic development.
- Students have access to assistive technology to ensure that their educational needs are being accommodated.
- Students work towards increased levels of inclusion within the school community
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan.

PLACEMENT: Autism Spectrum Disorder (ASD) Resource Program
(Intermediate)

Class Placement: *Autism Spectrum Disorder Resource Program*
Regional Placement: **Special Program Class**

Class Type: **Fully Self Contained/Partially Integrated**

Program Grades: **Grades 6 – 8**

Class Size: **8 Students**

Staffing: **1 Teacher**
2 Teaching Assistants

Program Description:

- Students enrolled in the program are placed through a central board office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies the student as exceptional and offers a placement in the *Autism Spectrum Disorder Resource Program*.
- The program is designed to support students with a diagnoses of Autism Spectrum Disorder at the Intermediate levels.
- The special class program offers additional staffing to support students as they access regular education class settings.
- The program goals are to provide continued support and intervention in order to promote growth in social development, self-regulation, and academic development.
- Students have access to assistive technology to ensure that their educational needs are being accommodated.
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan.
- Students placed in the ASD Resource Program have limited modifications made to their program.

PLACEMENT:	Itinerant Service (Secondary)
Class Placement:	<i>Itinerant Service</i> Home school: Regular Education Class
Class Type:	Resource/Withdrawal
Program Grades:	Grade 9 - 12
Class Size:	Ministry of Education regulations for class size
Staffing:	Regular education classroom teacher Itinerant Autism Spectrum Disorder teacher

Program Description:

- Students attending the Peel District School Board who have a diagnosis of Autism receive Itinerant services prior to being identified as an exceptional student.
- Students are then identified through an Identification Placement and Review Committee (IPRC) meeting as Exceptional *Communication – Autism* and are placed in the *Itinerant Service Program*.
- Itinerant services are designed to support students within the framework of regular education classroom programs.
- The itinerant teacher offers consultation to teachers and coordination of information between home, school and community agencies.
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan.
- Students receiving *Itinerant Service* may also have an IPRC placement in the following programs:
 - Learning Support Level 1 – Credit granting Learning Strategies Class
 - Learning Support Level 2 – Monitoring student performance
 - Vocational Level 1 – Ontario Secondary School Certificate Program
 - Vocational Level 2 – Ontario Secondary School Diploma Program

PLACEMENT: Autism Spectrum Disorder (ASD) Resource Program (Secondary)

Class Placement: *Autism Spectrum Disorder Resource Program*
Regional Placement

Class Type: **Fully Self-Contained/Partially Integrated**

Program Grades: **Grades 9-12**

Class Size: **24 Students**

Staffing: **1 Teacher**
4 Teaching Assistants

Program Description:

- Students enrolled in the program are placed through a central board office Identification Placement and Review Committee (IPRC) meeting. The meeting has identified the student as exceptional and has formally placed them in the *Autism Spectrum Disorder Resource Program*.
- The program is designed to support students with a diagnosis of Autism Spectrum Disorder at the Secondary level.
- The special class program offers additional staffing to allow for students to access support as they access regular education class settings.
- The program's goal is to provide continued support and intervention in order to promote growth in social development, self-regulation, and academic development.
- Students have access to assistive technology to ensure that their educational needs are being accommodated.
- Students work towards increased levels of inclusion within the school community
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan.
- Students receiving *Itinerant Service* may also have an IPRC placement in the following programs:
 - Learning Support Level 1 – Credit granting Learning Strategies Class
 - Learning Support Level 2 – Monitoring student performance
 - Vocational Level 1 – Ontario Secondary School Certificate Program
 - Vocational Level 2 – Ontario Secondary School Diploma Program

PLACEMENT: Autism Spectrum Disorder (ASD) Program
(Secondary)

Class Placement: *Autism Spectrum Disorder Program*
Regional Placement: **Special Program Class**

Class Type: **Fully Self Contained**
(With integration opportunities)

Program Grades: **Grades 9-12**

Class Size: **6 Students**

Staffing: **1 Teacher**
2 Teaching Assistants

Program Description:

- Students enrolled in the program are placed through a central board office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies the student as exceptional and offers a placement in the *Autism Spectrum Disorder Program*.
- The program is designed to support students with a diagnoses of Autism Spectrum Disorder at the Secondary level.
- The program goals are to promote the development of communication skills, literacy and mathematical behaviours and to foster independence in daily self-management.
- Students work towards increased levels of inclusion within the school community.
- Programs include Ministry curriculum guidelines which have been modified to meet the learner's needs and alternative expectations which are documented in the Individual Education Plan.