

# Category – Intellectual – Developmental Disability

## MINISTRY OF EDUCATION DEFINITION

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; and
- c) a limited potential for academic learning, independent social adjustment and economic self-support.

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Information from a registered health service provider will contain:</p> <ul style="list-style-type: none"> <li>● An assessment indicating Intellectual ability that is at least two standard deviations below average</li> <li>● At least moderate impairment in adaptive functioning in one or more of the areas: conceptual, practical or social.</li> </ul>	<p><b>Guidelines:</b></p> <ul style="list-style-type: none"> <li>● Focus the discussion on the student's strengths and needs</li> <li>● Consider assessment information from a variety of sources including specific assessments which show:               <ul style="list-style-type: none"> <li>● Moderate to profound cognitive disability, and</li> <li>● Mild to significant delays in adaptive behaviour</li> </ul> </li> <li>● The need for an alternate curriculum which focuses on the development of communication, independence and sensory skills</li> <li>● If the student is already Exceptional, review the current IEP</li> <li>● The IPRC secretary will manage follow-up communication and record keeping.</li> </ul> <p><b>Referral Process:</b></p> <ul style="list-style-type: none"> <li>● Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC</li> <li>● Schools make referrals to the Regional Special Programs IPRC for identification and placement</li> <li>● Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral</li> <li>● The IPRC may defer making identification or placement decisions</li> <li>● Representatives from the referring school will manage the pre-meeting communication and record keeping.</li> </ul>

Students who are identified with the exceptionality of a Developmental Disability sometimes have medical diagnoses that are not, in and of themselves, an exceptionality; thus, some students who receive this identification may have been diagnosed by a doctor with one or more of the following:

- Fetal Alcohol Spectrum Disorder
- Down Syndrome
- Cerebral Palsy
- William Syndrome
- Prader Willi Syndrome
- Fragile X Syndrome

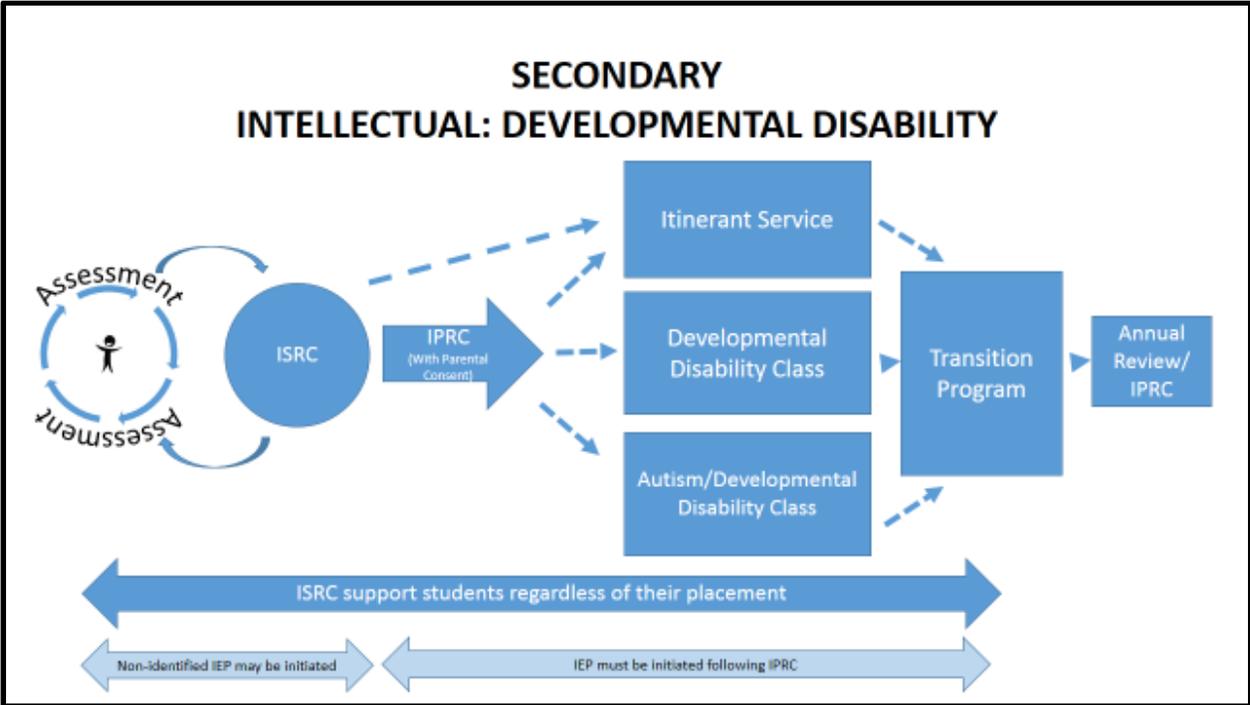
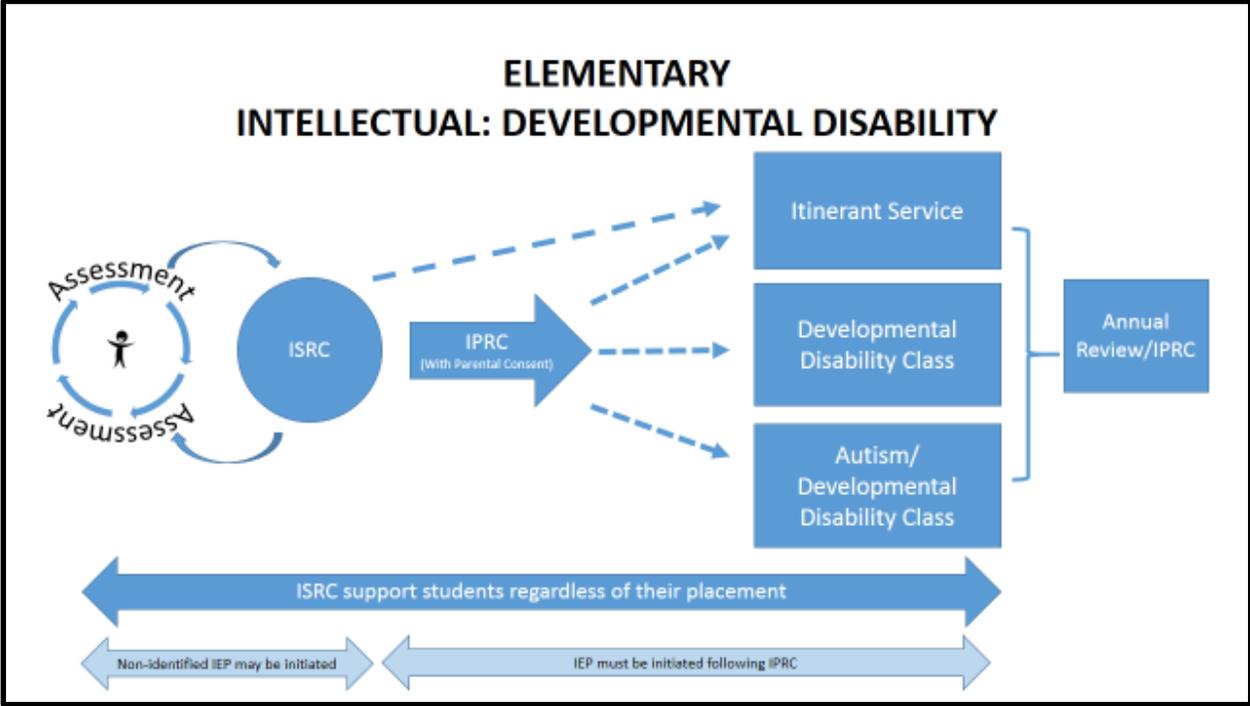
The above list is an example of different medical diagnoses, which may coincide with an identification of a Developmental Disability. This is not meant as an exhaustive list, but is examples. A meant as a list of possible Developmental Disability may exist in the presence of a co morbid disability. This condition may present itself in the form of Autism (considered a communication disorder) or a physical disability.

Educational strategies that have proven to be effective for specific populations will be described in the students Individual Education Plan (IEP) and will be part of the students programming regardless of the student placement.

Regulation 181/98 requires the IPRC to consider placement in a regular class with appropriate special education services, before considering placement of the student in a special education class.

The Peel District School Board makes every effort to place students in their home-school. Additional Special Education class placements are also available to all students.

# PLACEMENT OPTIONS FOR STUDENTS WITH A DEVELOPMENTAL DISABILITY



## **PLACEMENT: Itinerant Service**

**Class Placement:** *Itinerant Service (Special Needs)*  
**Regular education class/Home school**

**Class Type:** **Resource/Indirect**

**Program Grades:** **Kindergarten to Grade 12**

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

**Staffing:** **Regular Education Classroom Teacher**  
**Itinerant Special Needs Education Teacher as Resource**

### **Program Description:**

Itinerant service is available through the Special Education Programs Services Department, Peel District School Board. The service is available for students placed in mainstream classes, with:

- a developmental delay or disability (DD) and /or who have autism with a moderate severe cognitive delay,
- Students who have been, or who are yet to be, identified as Exceptional.

The Special Needs Itinerant Teacher:

- provides consultation and resources to assist in developing appropriate educational goals and suggesting program modification and/or accommodation to achieve these goals
- consults with the classroom teacher in the development of the IEP, PBIPs, safety plans, emergency medical plans, etc.
- provides information and/or in-servicing to school staff regarding physical and/or health disabilities, developmental disabilities, autism and the implications for learning
- consults with school staff regarding safety issues (e.g. emergency evacuation procedures, seizure protocols, field trip transportation, etc.)
- assumes the role of case manager to liaise with other support staff and external agencies (e.g. ErinoakKids, CCAC, Holland Bloorview Pediatric Rehab Hospital, Sick Children Hospital, etc.) in order to coordinate transition/intake case conferences and develop an understanding of the students' needs
- in consultation with the school principal and OT/PT therapists, makes recommendations to the Co-ordinating principal of special programs regarding availability/purchase of specialized equipment,
- assists the school in facilitating optimum use of student equipment, training of staff by an OT or PT, transfer of equipment by board by the board equipment technician
- collaborates in providing workshops for school staff

## **PLACEMENT:    Developmental Disability Class**

**Class Placement:**        ***Developmental Disability Class***  
                                  **Special Program Class/Regional Placement**

**Class Type:**               **Fully Self Contained**

**Program Grades:**       **Grades 3 - 5, Grades 6 - 8**

**Class Size:**               **10 Students (Grade 3 - 5)**  
                                  **10 Students (Grade 6 - 8)**

**Staffing:**                 **1 Special Education Teacher**  
                                  **3 Teaching Assistants**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Central Board Office. The committee identifies or confirms the student as Exceptional Intellectual: Developmental Disability and offers a placement in the *Developmental Disability Class*.
- This program supports students with a diagnosed developmental disability, as well as co morbid disabilities, who require an alternate curriculum or significant modifications to the Ontario Curriculum to support their functional academics as well as independent living skills.
- Occasionally some of these students will require support with their toileting needs.
- In addition an IPRC may support the inclusion of a student who has a mild intellectual disability but displays considerable difficulty with adaptive functioning, which has been supported with assessment data.
- The program provides intensive support in functional communication skills, personal competence, social skills, independence, basic literacy and numeracy skills as they apply to life situations based on the students' cognitive level.
- Regular consultation with support personnel regarding medical, physical, speech and language needs is planned along with the parents.
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff.

## **PLACEMENT: Developmental Disability/ASD Class**

**Class Placement:**        ***Developmental Disability/ASD Class***  
**Special Education Program/Regional Placement**  
**(At designated school sites)**

**Class Type:**                **Fully Self Contained**

**Program Grades:**        **Grades 3 - 5, Grades 6 - 8**

**Class Size:**                **6 Students (Grade 3 - 5)**  
**6 Students (Grade 6 - 8)**

**Staffing:**                    **1 Special Education Teacher**  
**3 Teaching Assistants**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Central Board Office. The committee identifies or confirms the student as Exceptional Intellectual: Developmental Disability and Exceptional Communication: Autism and offers a placement in the *Developmental Disability/ASD Class*.
- This program supports students with a diagnosed developmental disability as well as Autism who display significant concerns regarding adaptive functioning as well as accessing the Ontario Curriculum.
- These programs provide a higher level of support due to the more complex needs of these students. They required a higher degree of support in order for them to succeed.
- Some may require support for their toileting needs.
- Some of these students may be non-verbal and therefore have increased difficulties in communicating their wants and needs often resulting in extreme agitation.
- They require a higher ratio of adult support to be able to redirect behaviours in a manner that will allow them to be safe, develop some communication skills, functional academics and independent living skills.
- Regular consultation with support personnel regarding medical, physical, speech and language needs is planned along with the parents.
- A Safety Plan is developed as part of the IEP for students who are exceptional when there is concern for the safety of students or others. The Safety Plan is shared with all relevant staff.

## **PLACEMENT: Developmental Disability/Special Needs**

**Class Placement:**        ***Developmental Disability/Special Needs***  
**Special Education Program/Regional Placement**  
**(At designated school sites)**

**Class Type:**                **Fully Self Contained**

**Program Grades:**        **Grades 3 - 5, Grades 6 - 8**

**Class Size:**                **6 Students (Grade 3 - 5)**  
**6 Students (Grade 6 - 8)**

**Staffing:**                    **1 Special Education Teacher**  
**3 Teaching Assistants**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Central Board Office. The committee identifies or confirms the student as Exceptional Intellectual: Developmental Disability and offers a placement in the *Developmental Disability Class*.
- The Developmental Disability/Special Needs (SN) programs for students who have a developmental disability and a physical disability and are considered medically fragile and technology dependent.
- The students in this program are often confined to a wheel chair or have limited mobility, and can be non-verbal.
- They would require support for their feeding, toileting and everyday living needs.
- In addition they would require support to access an alternate curriculum.
- In many cases, CCAC (Community Care Access Centres) supports the students' attendance to school through the utilization of a qualified nurse for g-tube feedings etc. that an educator is not qualified to perform but allows the child to be at school.
- Regular consultation with support personnel regarding medical, physical, speech and language needs is planned along with the parents.
- These students require highly individualized programs that promote their participation in directing their care to their fullest potential.

## **PLACEMENT:    Developmental Disability Class**

**Class Placement:**        *Developmental Disability Class*  
                                  **Special Program Class/Regional Placement**

**Class Type:**               **Fully Self Contained**

**Program Grades:**       **Grades 9 to 12**

**Class Size:**              **10 students**

**Staffing:**                 **1 Special Education Teacher**  
                                  **Up to 4 Teaching Assistants**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Central Board Office. The committee identifies or confirms the student as Exceptional Intellectual: Developmental Disability and offers a placement in the *Developmental Disability Class*.
- These schools provide a high level of support to students assisting them in meeting the goals of their Individual Education Plan (I.E.P.) through instruction from an alternate curriculum as well as developing their life skills. It should be noted that students with a developmental disability remain at school until they are 21 years of age.
- PDSB offers additional opportunities for students with a developmental disability by providing resource programs known as DDR programs in 3 secondary schools where staff and students are members of the school's organization. The goal was to provide an opportunity for students to attend their neighborhood secondary school, to support a greater understanding and acceptance by peers, and an expansion of placement options for secondary students with a developmental disability. Typically, DDR programs coincide with the length of a typical secondary school program (4 years); students would have an option of an additional year. Students would then have the option of moving to a Transition program (see program description below). The program is a non-credited program and students are highly integrated into the regular school population. Presently four such programs exist within the PDSB.
- An ABA facilitator may provide resource support to students for the transition from school to work options and/or adult life opportunities as outlined in the student's transition plan.

## **PLACEMENT: Transition Program**

**Class Placement:** *Transition Program (Developmental Disability Class)*  
**Special Education Program/Regional Placement**  
**(At designated school sites)**

**Class Type:** **Fully Self-Contained**

**Program Grades:** **19 to 21 year-old students**

**Class Size:** **10 students**

**Staffing:** **1 Special Education Teacher**  
**Up to 4 Teaching Assistants**  
**Work Experience Coordinator TA**

### **Program Description:**

- Students with developmental disabilities, who attended the various classes described above, may transfer upon an IPRC meeting, to a transition program once they reach 19 years of age, for the two final years of their schooling.
- This is a two-year program with a focus on supporting students with a transition to either a work placement or community living depending on their needs.
- Students enrolled in the transition programs work to develop skills for independent or partial supported living in the community including job placements.
- Depending on their strengths and needs, students may also be a part of a program to prepare them for supported living in the community beyond school.
- An ABA facilitator may provide resource support to students for the transition from school to work options and/or adult life opportunities as outlined in the student's transition plan.