

ANNOTATED DESCRIPTOR FOR SEVERE MULTIPLE-DISABILITIES

LEVEL 2

Funding Guideline Criteria

The student has a combination of two or more severe disabilities that produce multiple developmental, behavioural, and/or learning difficulties. The student may have a severe cognitive disability compounded by a physical disability so severe that he or she requires adaptations and modifications beyond the usual education programming provided for students with moderate special needs. If not cognitively disabled, the student may display two or more severe physical disabilities and consequently requires intensive assistance and/or individualized supervision.

Descriptors

Student Profile (requires two or more disabilities)

Report on the most **recent** assessment data including dates, names and the impact this may have on students learning for each of the following:

- Confirmation of cognitive ability/potential.
- Medical diagnosis of condition(s) that require adaptations or support - include dates and evaluator.
- Sensory: vision, hearing and/or other sensory considerations that impact on the students abilities.
- Physical skills (i.e. mobility) and **specific** assistance required (i.e. transfers).
- Behaviour, most **recent** types, severity, frequency and duration.
- Adaptive skills:
 - Communication - Describe students ability to comprehend information, express their basic needs. (e.g., verbal, non-verbal) and communication mode used (AAC).
 - Self-care, indicate specific interventions required daily living. (e.g., define degree of assistance required in dressing, toileting, feeding).
 - Self direction - ability to work independently, include attention span and frequency of redirection.
- Special health care needs - indicate the URIS Health Care classification (e.g., catheterization, tube feeding) and/or interventions required.

Resources required

- Specify student's programming needs throughout the day (i.e. adaptations and/or modifications or individualized programming).
- Specify training or intervention required for self-direction, independent skills, behaviour, communication and academics. Indicate roles of support personnel (e.g., clinicians, specialists teacher assistants).
- Summarize health care plan, if any.
- Identify Division, school and/or outside supports needed. Indicate nature of support, including amount of time, types of materials (e.g., respite, therapy).